DOCUMENT RESUME

ED 364 031 EC 302 601

AUTHOR	Hulgin, Kathy, Ed.
TITLE	Resources on Inclusive Education.
INSTITUTION	Syracuse Univ., NY. Center on Human Policy.
SPONS AGENCY	National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE	Oct 93
CONTRACT	H133B00003-90
NOTE	104p.
PUB TYPE	Collected Works - General (020) -- Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Access to Education; Case Studies; Change Strategies; Classroom Environment; *Disabilities; Elementary Secondary Education; *Equal Education; *Mainstreaming; *Program Development; Public Schools; School Administration; Staff Development; Teamwork

ABSTRACT

This information packet is intended for use by teachers, parents, administrators, therapists, advocates, and others interested in achieving inclusive educational opportunities for students with disabilities. Part I provides reprints of selected readings, including: "Sample Case Studies of Inclusive Education" (Janet Duncan); "Public Schools Welcome Students with Disabilities as Full Members" (Linda Davern and Roberta Schnorr); "All Students Belong in the Classroom: Johnson City Central Schools, Johnson City, New York" (Carol Berrigan); "Full Inclusion at Helen Hansen Elementary School: It Happened Because We Value All Children" (H. James Jackson); "Helping Teachers Manage the Inclusive Classroom: Staff Development and Teaming Strategies" (Barbara Ayres and Luanna H. Meyer); "The McGill Action Planning System (MAPS): A Strategy for Building the Vision" (Terri Vandercook et al.); and "Including Students with Disabilities: Some Factors to Consider" (Janet Duncan). Part II consists of a bibliography of approximately 310 items grouped into the following categories: administrative leadership, team approach/effective schools, accommodating curriculum, friendships and peer supports, families, program development, philosophy, inclusion strategies, teachers, cooperative learning, legal aspects, videos, general texts and periodicals, and annotations of selected books. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 364 031

RESOURCES ON INCLUSIVE EDUCATION

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Edited
by
Kathy Hulgin

Research and Training Center
on Community Integration
Center on Human Policy
Syracuse University
200 Huntington Hall, 2nd Floor
Syracuse, NY 13244-2340
(315) 443-3851

October 1993

Preparation of this information package was supported in part by the U.S. Department of Education, Office of Special Education and Rehabilitative Services, National Institute on Disability and Rehabilitation Research (NIDRR), under Contract No. H133B00003-90 awarded to the Center on Human Policy, School of Education, Syracuse University. The opinions expressed within are those solely of the author, and no official endorsement by the U.S. Department of Education is inferred.

EC 302601

CONTENTS

INTRODUCTION

PART I: SELECTED READINGS

SAMPLE CASE STUDIES OF INCLUSIVE EDUCATION
Jackie: A case study of an elementary student by Janet Duncan
Mike: A case study of a senior high student by Janet Duncan

PUBLIC SCHOOLS WELCOME STUDENTS WITH DISABILITIES AS FULL MEMBERS by Linda Davern and Roberta Schnorr (reprinted from Children Today, 20(2), 21-25.)

ALL STUDENTS BELONG IN THE CLASSROOM: JOHNSON CITY CENTRAL SCHOOLS, JOHNSON CITY, NEW YORK by Carol Berrigan (reprinted from TASH Newsletter, 15(11), 6.)

FULL INCLUSION AT HELEN HANSEN ELEMENTARY SCHOOL: IT HAPPENED BECAUSE WE VALUE ALL CHILDREN by H. James Jackson (Reprinted with permission from R.A. Villa, J.S. Thousand, W. Stainback & S. S. Stainback (Eds.), Restructuring for caring and effective education: An administrative guide to creating heterogeneous schools (pp. 161-168). Baltimore: Paul H. Brookes Publishing Co.)

HELPING TEACHERS MANAGE THE INCLUSIVE CLASSROOM: STAFF DEVELOPMENT AND TEAMING STRATEGIES by Barbara Ayres and Luanna H. Meyer (reprinted from The School Administrator, 49(2), 30-37.)

THE MCGILL ACTION PLANNING SYSTEM (MAPS): A STRATEGY FOR BUILDING THE VISION by Terri Vandercook, Jennifer York, and Marsha Forest (reprinted with permission from Journal of The Association for Persons with Severe Handicaps, 14(3), 205-215.)

INCLUDING STUDENTS WITH DISABILITIES: SOME FACTORS TO CONSIDER by Janet Duncan

PART II: BIBLIOGRAPHY ON INCLUSIVE EDUCATION

1. Administrative leadership
2. Team approach/effective schools
3. An accommodating curriculum
4. Friendships and peer supports
5. Families
6. Program development
7. Philosophy
8. Inclusion strategies
9. Teachers
10. Cooperative learning
11. Legal
12. Videos
13. General texts, newsletters and journals
14. Annotations of selected books

Preface

The materials in this packet were complied for parents, teachers, people with disabilities, administrators/superintendents, and other individuals interested in understanding and developing inclusive education for students with severe disabilities.

This information packet was developed and revised in response to numerous requests by individuals and school officials for resources on inclusive education for students who have disabilities. There are many articles and books available that provide the latest thinking on this subject. This information package is designed primarily to provide an overall framework for reviewing these resources and to assist interested people in gaining better access to them.

Special thanks to Janet Duncan and Carol Berrigan for developing this packet with the assistance of Alison Ford, Linda Davern, Roberta Schnorr, Barbara Ayres, Pamela Walker, Sue Lehr, Zana Lutfiyya, Deborah Hedeen, Steve Taylor, Kathleen Marafino, and Beth Wallbridge.

Kathy Hulgin
Research Assistant
Research and Training Center
on Community Integration
October 1993

INTRODUCTION

This information packet was designed to address the many perspectives involved in generating inclusive education. The sections will prove useful to teachers, parents, administrators, therapists, advocates, and others who are interested in achieving inclusive educational opportunities for students who have disabilities.

The booklet includes three sections. Part I begins with personal accounts of two children for whom good educational experiences have been created. Following these case studies, are articles which address the issues of creating these experiences from the district, school, and classroom levels. Also included is an article on the McGill Action Planning System which outlines the process for planning on behalf of a particular child. Finally, Part I concludes with a summary of the factors to consider in the process of creating inclusive education. Part II is a bibliography which includes annotations and lists resources by topic.

PART I

SELECTED READINGS

SAMPLE CASE STUDIES OF INCLUSIVE EDUCATION

JACKIE: A CASE STUDY OF AN ELEMENTARY STUDENT

by

Janet Duncan

Introduction

In a small elementary school (student population 300), located in a large urban city in eastern Ontario, a relatively new approach has been taken to educate a young girl who has severe disabilities. Jackie (a pseudonym) is ten years old, and has been attending her neighborhood school for the past four years. Before this setting, she attended a segregated special school for students who have developmental disabilities. In 1985 Jackie moved to a group home which was located in the suburbs, and was welcomed into her local elementary school.

Background Information

The staff in this small elementary school were open to many suggestions from a variety of people, especially Jackie's mother and the staff in the group home. Jackie is well known for her sense of humour, and her willingness to try new things. Jackie has many therapeutic needs that had been previously addressed in a self-contained therapy room (including physical therapy, occupational therapy, speech therapy). In the new setting, support would be provided by professionals in these fields, on an ongoing basis. Jackie also uses an augmentative communication system that requires monitoring by speech therapists as well as technicians (for maintenance). Jackie has cerebral palsy, which for her means that she is in a wheelchair because of spastic

quadriplegia. Her smile and personality attracts many people to her, and the opportunity for developing meaningful friendships in this setting was extremely exciting for everyone who knew her.

Who Is Jackie?

Jackie's entry into the school was initiated with a great deal of enthusiasm by all. Several meetings were held with her mother, the school personnel, and the group home staff. The school personnel included the teachers who would be involved with Jackie directly, as well as those others who were interested in helping out, the principal, the resource teacher, and special education consultants.

During the first meeting, a facilitator assisted the group with a planning process known as the McGill Action Planning System-MAPS (see bibliography section under Friendships), whereby Jackie's life in school and the community was the theme. The first central topic was determining who Jackie is, and gathering information regarding her interests, and what her school needs might be. A delightful image of Jackie emerged: beautiful smile, attractive child, knows what she wants, is determined, is patient, loves younger children, and expresses her emotions (to mention just a few). Some of her school needs were: to have friends during school (and after school), to relax at certain times of the day, to continue to improve her communication skills, to attend classes following a regular grade four curriculum (with modifications made in class), and to help out in a junior kindergarten class.

Jackie's New Schedule at School

Based on the preliminary planning meetings, the teaching team decided to introduce Jackie to a wide variety of school opportunities. There were some hunches about certain things that Jackie might enjoy, but the first half of the year was meant to be flexible for Jackie. Given this, the following activities were highlighted for Jackie: regular grade four class, physical therapy to be done on an daily basis (in class) while students are engaged in sustained silent reading, participation in intramurals after school, Brownie meetings once a week, and chorus.

TIME	ACTIVITY
8:30-8:45	Arrival, met at bus by two friends, proceed to locker, remove coat, gather materials for day (with help).
8:45-9:00	Opening exercises in class (prayer, a.m. announcements, attendance). Takes attendance to office with another student.
9:00-9:45	Language Arts activity. Sits at table with three other students, works on projects with them (cooperative effort).
9:45-10:00	Goes to locker with another student. Gets coat on for recess, returns to class, and is dismissed with classmates.
10:00-10:15	Recess, accompanied by two friends on playground.
10:15-10:40	Returns to locker, removes coat with assistance. Range of motion exercises during silent reading (in class).
10:40-10:50	Personal care in washroom with attendant.
10:50-11:15	Social Studies, Science. Sits with group at table, and contributes to group.
11:15-11:45	Mathematics. Sits at table, works on own math skills that are functionally based.

11:45-12:00	Relaxation before lunch. Out of wheelchair and repositioned in class. Listens to relaxing music with headphones.
12:00-1:00	Lunch in school cafeteria. Sits with friends, is fed by teaching assistant. Chooses dessert and drink from menu. Eats food that is prepared at home and sent in lunch bag.
1:00-1:15	Personal care with teaching assistant in washroom.
1:15-1:45	Physical Education, Music, Art, or Religion (alternating)
1:45-2:15	Assists with grade one class. Relaxation time, repositioning in class. Listens to stories read by other children.
2:15-2:30	Recess outside with classmates.
2:30-2:45	Personal care in washroom with Teaching Assistant.
2:25-3:15	Language Arts with classmates. Completion of morning work/project.
3:15-3:30	Preparation for home and dismissal.

Description of Classroom Activities

All of Jackie's therapeutic needs were addressed as imbedded goals wherever possible. In other words, with the exception of physiotherapy, all of the speech and language goals, the occupational goals were incorporated into her daily classroom routine. This allowed for generalization of skills, as well as teaching the skills in a meaningful environment for Jackie. Physical therapy goals were met through daily range of motion exercises that incorporated into classroom routines. Also, whenever Jackie put on her coat, or participated in her personal care routine, motor skills were blended into these naturally occurring events. Opportunities for Jackie to relax out of her chair were provided to maximize Jackie's level of comfort, and was done in such a

way as to include her in other activities, not to isolate her with therapeutic equipment. A bean bag chair with some support pillows and sandbags, along with a gym mat, were all the necessary equipment.

Jackie uses an augmentative communication board, which was developed for her by a speech therapist and an electronics technician. It consists of a 16 picture display (4X4 matrix), with LED lights illuminating each square. An interface switch (from TASH) connected to the board allows Jackie to select the picture/symbol of her choice. She communicates with people by first gaining their attention (with a call switch), and then pointing to a picture. Her squares include basic vocabulary, as well as pictures of things in the classroom and photos of people. It is hoped that she can progress to a larger matrix in the future. Until then, she consistently eyepoints to objects and other pictures when she is presented with these choices. The students in the class are adept at understanding Jackie with her board and eyepointing.

In Language Arts, Jackie frequently helped to select stories that the class would read. The teacher structured the class based on a cooperative learning model, and the students frequently switched partners or groups, on a rotational basis, so that everyone had an opportunity to work with each other. Each day the teacher would select parts of the activity that could be accomplished by Jackie (direct selection most often). The students found ways of encouraging Jackie to assist them too.

In Mathematics, while the students were working with number facts and basic operations, Jackie was learning to use a calculator, as well as listening to the lesson regarding number facts. Her adapted calculator and interface switch were placed on

her tray at the table with her work group. Another student would enter her responses on her work sheet for her.

The teacher had all students involved in daily classroom routines (passing papers, cleaning brushes, etc.). Jackie's responsibilities included taking the daily attendance sheet to the office, and helping the grade one class as a reading buddy.

In physical education class, Jackie helped to keep score with another student if games were being played, or she would often play modified games with her classmates. For example, in soccer, a student would push Jackie in her wheelchair around the field, and Jackie would "trap" the ball with her chair. Once again, the students often thought of their own modifications to the games.

In music and art, Jackie would be assisted by other students. Music is often filled with lessons about listening, so very little had to be done to modify these lessons. Art projects were a cooperative effort, and students assisted her sometimes with full hand-over-hand assistance. Choice-making and active participation were goals for Jackie in these classes.

Religion class also focussed on listening, and participation. During liturgy periods Jackie played a role in helping to distribute materials. Once again, her presence was considered to be valuable to the class.

Jackie's Friends

A great deal of the success of Jackie's involvement is directly related to her friendships with other students. An outsider looking in on her class would be left with

the impression that Jackie was one of the most popular students in the class. She always had a group of students hanging around her.

Initially the teacher asked a few students to do little things with Jackie, such as meeting her at her bus in the morning. Then the teacher would ask another student to help Jackie take the attendance to the office. Slowly, but surely, each child had an opportunity to do different things with Jackie throughout the day. The teacher spent some time teaching the students how to use Jackie's communication system with her. She also discussed with them what Jackie's disability means for Jackie and her participation (in a humanistic way that did not discourage the students). All aspects of Jackie's disability were dealt with as the questions arose. Very soon the students came to accept Jackie as a full member of their class.

In particular there were four girls who became quite close to Jackie. They were the ones who thought of the after school activities, including Brownies, sleep-overs, and other get-togethers. These students would approach the teacher and ask her for help in planning events, or just to share their ideas with her. Once the students felt comfortable contacting Jackie at home on their own, the teacher was relied upon less frequently to help plan their leisure time.

Staffing Model

In this setting the grade four teacher became the central teacher in planning for Jackie's academics. The grade four curriculum was examined by this teacher, along with a resource teacher and a special education consultant. Wherever possible, the goals were met in naturally occurring classroom activities. A creative approach was

taken by the teacher and the modifications were made. Regular meetings with consultants also helped the teacher to meet the objectives with Jackie's therapeutic needs.

A teaching assistant was requested at the outset to help provide support in the classroom for Jackie. This person helps with Jackie's personal care needs, and helps her with her lunch routine. The assistant maintains a low profile within the class, and only assists Jackie when necessary (e.g. transfers from wheelchair to the beanbag chair, gathering equipment, ensuring that the interfaces are working). The teaching assistant helps the teacher with all of the students, not just with Jackie. The range of motion exercises are done by the teaching assistant as well (after being taught by a physiotherapist).

Conclusion

Jackie's school day looks very different today than before she attended her home elementary school. She now has many friends who come over to her house to play, and she sees her classmates when she goes shopping in her neighborhood. All of this has happened because some educators, administrators, and a parent were committed to making this work for Jackie. The plan also was supported and well received by the group home staff where Jackie lives.

It is important to recognize that group home staff can play an active and important role in facilitating school friendships with their residents. These staff members made it a point to know when Jackie's friends had their birthdays, so Jackie could send them cards; they also opened the doors to Jackie's friends by hosting

parties (even sleep-overs) for them; transportation issues were solved by creative planning, which enabled Jackie to go to her friend's homes, or to the movies. The teacher also helped to bridge the communication between the friends and the group home staff, until their own means of communication was solidified.

The principal of Jackie's school once said to a group of other administrators, "Our school has been greatly enhanced by Jackie's presence. The school climate is more warm and inviting, and I can't imagine our school without her."

MIKE: A CASE STUDY OF A SENIOR HIGH STUDENT

by

Janet Duncan

Introduction

In a medium-sized high school (student population approximately 1200), located in Ottawa, Ontario, the staff and students have welcomed a student who has a developmental disability. Mike (a pseudonym) has been attending his neighborhood high school for the past three years. Previously he attended a segregated school for students who have developmental disabilities. Since his family had always had a strong presence in their local community, it only made sense to Mike's parents that he attend his local school. After preliminary plans were made, that dream became a reality for Mike in the spring of 1986.

Background Information

Initially Mike's parents were told by several concerned professionals that their son would not benefit from attending a regular high school program. Mike had a reputation of having a temper and being too affectionate (in high school he would undoubtedly be "all over the girls"); he also needed speech therapy. Physically Mike is very handsome, and is in good condition after many years of playing sports in local community leagues. Another major concern was that other students would tease him, which would give him an opportunity to display his temper. Mike's parents thought that what he needed most of all, was to have proper role models, and to develop his friendships with people his own age who did not have a disability.

Because of their dissatisfaction with their school board's response to their request for integration, the parents decided to send Mike to a parochial high school in their own neighborhood which did accept all students, regardless of disability.

Who Is Mike?

With the help of an outside facilitator, several meetings were held in Mike's home, and in his new school, to figure out what Mike's school day would look like (using MAPS-McGill Action Planning System). Mike and his parents always attended these meetings. The school personnel who attended these meetings included the principal, the resource teacher, some interested teachers, and a school board consultant (special education). All of the people were committed to having Mike succeed in his new school environment.

The first meeting was focused on the question of: "Who is Mike?", and finding out what his talents and needs were. Mike's parents led the discussion by sharing their vision of Mike's future, which includes having a good job, and living on his own in an apartment. Some of Mike's strengths were: responsibility, good self esteem, leadership, and following instructions. A few needs were also discussed: temper, teases, too affectionate, interrupts others, and he needs to learn how to ride a bus on his own. A list of descriptors helped the group to determine how Mike's program would take shape.

Mike's New Schedule at School

The team and Mike decided that he needed to do the following things at school: participate in intramurals, improve reading skills, have a locker, attend

industrial arts classes, develop writing skills, work with computers, attend religion class, attend physical education, improve money handling skills, join the drama class, and attend a literature class.

This school is divided into two terms (or semesters) and each day contains four periods that are approximately 75 minutes long. Homeroom period is 30 minutes in length. Mike's current grade ten curriculum includes the following courses:

Time	SEMESTER ONE	SEMESTER TWO
8:45-10:00	Keyboarding	Literature
10:00-10:30	Homeroom	Homeroom
10:30-11:45	Drama	Religion
11:45-12:30	Lunch	Lunch
12:30-1:45	Physical Education	Physical Education
1:45-3:00	Vocational Education	Vocational Education

In keyboarding Mike learned to use a standard keyboard for typing, as well as specific computer skills on a MacIntosh computer. He followed the teacher's instructions for the class, and when he required additional help, a teacher's assistant or a classmate would provide him with that help. During homeroom class the students receive the morning announcements, attend assemblies, take attendance, and complete work that has been assigned to them. At this time Mike received additional

help with math skills (using a calculator, writing cheques), and language skills (reading and writing, and filling out application forms), with the help of a teacher's assistant.

In physical education, drama, and religion, the curriculum did not need to be modified to any great extent. Mike participated in group work in all of these classes, and he wrote tests that all the other students wrote. The only difference was that Mike was given additional time to complete the tests, and on occasion he was tested orally.

The Canadian Literature course gave Mike an opportunity to hear rich language, and to improve his own diction. The teacher employed a co-operative learning style which enabled Mike to participate in group work and projects to the fullest extent. The speech and language pathologist met with the teachers to discuss Mike's goals for speech development. These speech goals were embedded skills in all of his classes, and were monitored by the consultant.

Work Opportunities

Through vocational education at school, Mike has had the chance to work in various places: for the Mayor's office, delivering inter-office mail, and photocopying; McDonalds, where he held various duties; local grocery store, stocking shelves, and packing groceries; and working at a local elementary school with the custodial staff. Each job provided Mike with a variety of experiences, and he is now hoping to work for another small business. Each job typically lasted for the entire semester, with the option of continuing the placement if desired.

Mike's Friends

One of Mike's parent's concerns was that Mike had very few friends in his neighborhood and that as a consequence he was often lonely. Mike wanted to make new friends in the high school. To this end some teachers approached a couple of students who expressed an interest in Mike. Being fairly gregarious fellows, they thought that it would be fun to have Mike around their group. One student said that at first he wasn't too sure how nice he "had to be" towards Mike. He quickly reported back to his teachers that, "I don't have to treat him any differently than the other guys. He's just like one of the guys now." As was previously mentioned, Mike has a fondness for members of the opposite sex. The girls weren't sure if they should tolerate Mike's advances. Finally, one girl was heard saying, "For God's sake Mike, you just can't do that here! A handshake would be a fine way to greet me, but not a kiss!"

After School Activities

Mike has a job at the local grocery store during the week and on the weekends. He got this job partly through his work during a school placement for co-operative education, and also because the store manager valued his work and effort. Through his earnings at the store, Mike saved up enough money to go on a school trip to Washington, D.C., and to buy several other items for himself.

Now that he has more friends, and pocket money from his job, Mike often goes to movies with his friends, school dances, as well as sporting events. His parents commented that, "the phone is always ringing for Mike now," and his speech has

improved dramatically, even to the point where he has picked up several slang expressions!

Staffing Model

The school administration felt that Mike might need help in addition to the help he would receive from his teachers and peers. Therefore a full-time teacher's assistant was hired to work under the guidance of the senior resource teacher. The resource teacher acted as a coordinator for Mike's IEP, planning meetings, and helped to modify the curriculum content along with input from the specific teacher for those courses. The teachers met on a regular basis to ensure that Mike's goals were being met. Meetings took place during school hours, when teachers had planning and evaluation time.

The teacher assistant's role was to help Mike make connections with other students. He felt that it was very important to give Mike an opportunity to learn things on his own, without the constant "shadowing" of an assistant. The assistant was always in the background, helping the teacher with other tasks and students. This was also true during vocational education; the assistant merely accompanied Mike until such a time that Mike felt he could do it on his own. The T.A. was also responsible for helping Mike organize his homework and assignments, and to meet with the teachers on a regular basis to discuss Mike's progress (along with the resource teacher). Tests were written during class time as usual, but if Mike needed additional time, the T.A. would assist him with the test in the resource room.

Mike's Future

Mike's school day looks markedly different today compared to three years ago. He has been given a chance to develop in ways that were unimaginable to many people. His self-confidence has soared; he has meaningful friendships; he takes the bus on his own; he has a real, paying job and he has dreams for the future. During another planning meeting with his teachers and parents, Mike said that he wants independence, to continue to work, to have an apartment with some friends, and to be happy. Judging by the way things are today, he will realize his dreams.

Conclusion

What can we learn from Mike's story? The first thing is that his parents had a dream for Mike's education that was quite different from the practice at the time. With help from some interested teachers, and the support of a principal, their ideas became a reality. This high school has a strong commitment to providing an education to anyone who wishes to attend, regardless of disability. This philosophy is clearly stated, and is endorsed by the administration and faculty.

We can also see how with some creative planning, flexibility, and determination, curricula can be adapted to meet the needs of all students, regardless of disability. Traditional math classes can be adapted so that a student can work on modified skills. Not everyone is a star athlete, but some students can keep score for other teams, or participate cooperatively. Virtually any goal can be met through curricular adaptations, along with the desire to make these changes.

Finally, friendships were the most significant improvement in Mike's life. Many students have said that their school's spirit and climate has been enhanced with Mike's presence. Indeed one student said that it was a privilege to have known Mike. According to Mike, there's no point in being in the community if no one knows that you are there.

PUBLIC SCHOOLS WELCOME STUDENTS WITH DISABILITIES AS FULL MEMBERS

by

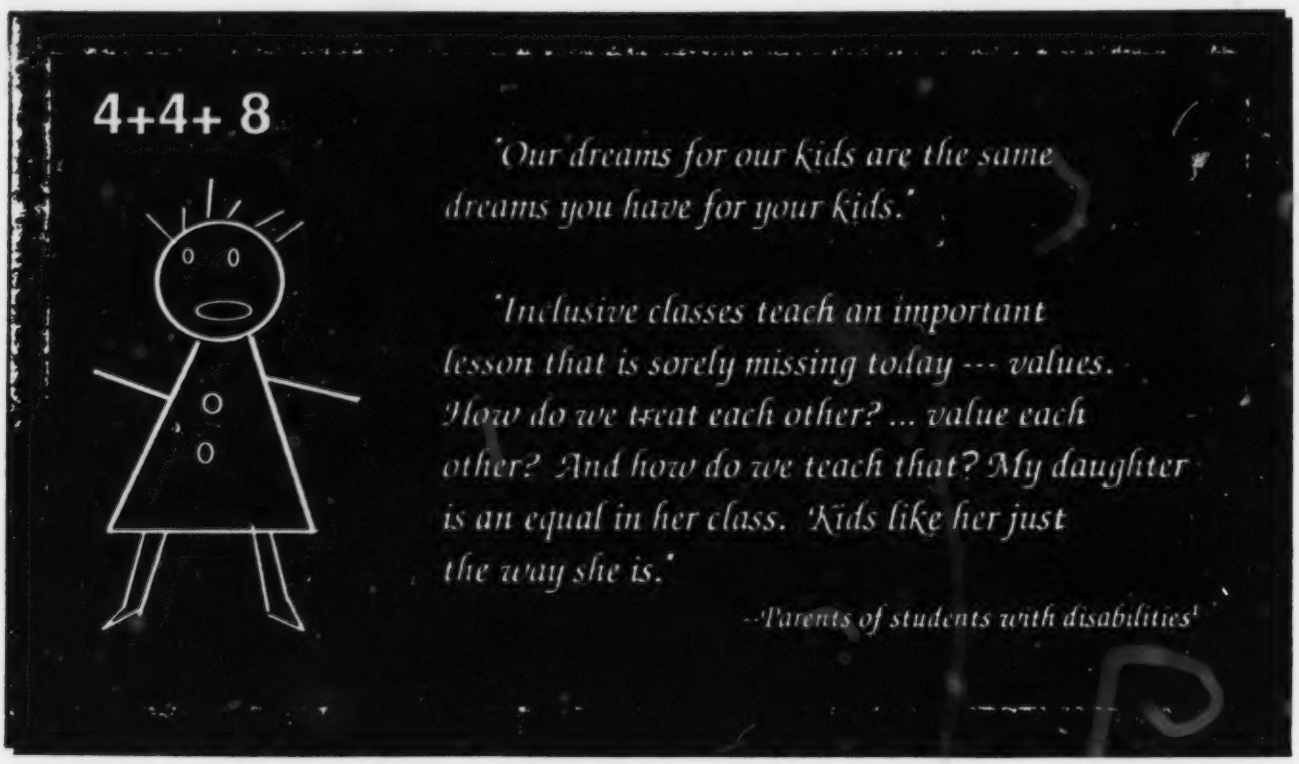
Linda Davern

and

Roberta Schnorr

Public Schools Welcome Students with Disabilities as Full Members

by Linda Davern and Roberta Schnorr


4+4+ 8
'Our dreams for our kids are the same dreams you have for your kids.'
'Inclusive classes teach an important lesson that is sorely missing today --- values. How do we treat each other? ... value each other? And how do we teach that? My daughter is an equal in her class. Kids like her just the way she is.'
--Parents of students with disabilities[1]

A growing number of schools and districts across the United States and Canada are moving in the direction of welcoming all children—regardless of their learning, physical or emotional characteristics (including students with the most severe disabilities)—as full members of their school communities. Full membership means that children are based in regular classes and participate in a variety of learning activities with children without disabilities while pursuing individual goals appropriate to their success in the present and future. The parents of these children and the school staff involved in such efforts believe that "inclusion" is important for the general knowledge development of these children and young adults as well as the following:

- **Language/Communication Development.** If we expect students with special needs to develop effective verbal language (or other forms of communication), these students need to be immersed in rich language environments with their nondisabled peers.

- **Social Skills Development.** A long term goal for our children is to live and work successfully in their communities. For children with disabilities, this same goal applies (although they may need additional support). The appropriate place for such preparation is regular classes and activities in schools. It is here that children can learn from each other. Every parent and teacher knows that children and young adults imitate each other. In order for students to develop the critical social skills which are vital for success in work and personal life, children and young adults need role models throughout their day and throughout their school years.

- **Building Friendships.** Friendship is very important in the life of a child or young adult. It is an integral part of their sense of well-being. In order to develop friendships, children need daily shared

BEST COPY AVAILABLE

time and experiences with others their age. Schools can be a source of friendships that last a lifetime.

It is interesting to listen to what parents have to say about "inclusion" and their children:

"Now what has integration meant for my son Daniel?[2] Well first of all, Daniel likes sameness and familiarity. He has been able to walk in the exact same footsteps as his brother and sister, which is something I *never* imagined was possible when he was two years old. Both his older brother and sister went to [the same elementary, middle and high school] and it has been just lovely that Daniel has been able to follow the same pattern of schools. The development of language has been just tremendous because he has been surrounded by normal speech—bombarded with it six hours a day.

"What has integration meant to our family? First, it has made a big difference in how isolated and different and lonely and set apart we felt—because we really did feel that way when he was young.... I would say what is most important is that his school and work experiences combined have taught us as a family that Daniel is capable of leading a reasonably ordinary day-to-day life—like the rest of us. When he was little it seemed impossible that he could lead a kind of 'regular life.' It has helped us feel hopeful and guardedly optimistic about his future."

How does the presence of students with special needs affect other students at school? The majority of students in our public schools learn very powerful lessons when students with special needs are separated from them. Since they do not get to know these students well, they often come to believe that these children and young adults are different and scary, and *should* be separated from them. When students with differences are not in their classrooms, these classrooms do not reflect society and do not adequately prepare our children for the future. If we want graduates who welcome others—regardless of their learning, physical or emotional characteristics—as neighbors, co-workers and friends, daily shared experience among students will be essential. As one parent expressed it:

"These [graduates] are going to be his job coaches; they may be the staff that work in the home where he lives. They're going to help him scrub his teeth, participate in selecting what he wears, and comfort him when he is ill—they'll be involved in very personal and intimate ways in his life. Some of them will be growing into positions of responsibility. They'll be running the program he's in. Some of them are going to be moving into positions of bureaucracies ... they'll be directing policies that will determine the kinds of programs he's in. I think they will serve him better and be richer human beings *themselves* because they've had the opportunity of spending time with students like Daniel—because that was part of their normal school career."

How Are Individual Education Programs Carried Out in Regular Education Settings?

By law, each child and young adult who is identified by a school district as having a "handicapping condition" has an Individual Education Program (I.E.P.) developed by school staff and parents (and hopefully students). Schools which welcome all students as full members are finding ways for students to work on the individual goals which are important for them, while remaining with students without disabilities throughout the day. To show how teaching staff achieve this, we will present information on Jamal, a first grader.

In Jamal's first grade class there are two teachers. Six students with special needs are members of the class. One of the teachers is certified in special education and one is certified in both special and regular education. Schools and districts moving in this direction have worked out a variety of staffing arrangements to meet the needs of students. Sometimes a consultant teacher will periodically meet with the regular class teacher to assist in planning for a student(s). In some situations, a teacher assistant will help in the classroom all or part of the day.

Jamal's teachers believe it is important to create an atmosphere where all children can learn actively, have fun doing it, and leave feeling good about themselves and others at the end of the day. These teachers are open to new approaches and

Practice makes perfect with the help of a fellow musician.

BEST COPY AVAILABLE

are always changing and improving how they organize their classroom and activities.

Jamal has individualized goals on his education plan. A *sample* of some of the goals follows:

- indicating choices in a variety of situations;
- responding to greetings with a wave or a "high five" (he has no verbal speech);
- learning to tap people on the shoulder when he wants their attention;
- using a "language board" with pictures and a few words on it (for example, "yes," "no");
- understanding an increasing number of gestures and "signs" (for example, "now," "later," "more," "finished");
- attending to books and being able to turn the pages (it is unclear how much reading ability he has);
- using a picture schedule of activities for the day and moving towards the proper activity area when needed;
- handing a money pouch over to the lunch cashier when he gets his lunch;
- progressing with his toilet use skills;
- picking up and chewing his food; and
- other motor development goals, such as using his forefinger and thumb to grasp things, and sitting on the floor and getting up as needed.

Many of the goals above are considered "functional skills"—that is, skills that are important in his day-to-day life. Opportunities to address these functional skills already exist in the daily routines of all students (e.g., taking care of personal belongings, taking off and putting on coats and hats, using the restroom, using the cafeteria and eating lunch). Jamal receives more focused instruction during these routines than most of his classmates who are independent in these activities.

In developing his daily schedule, his teachers and therapists have looked for all possible opportunities throughout the day to work on the goals mentioned above. Below is a schedule of a typical day:

8:30 Jamal arrives at school, greets his classmates (with help), and receives instruction unzipping the pack he carries back and forth to school, getting his lunch money out, and bringing his notebook to the teacher's desk. (His parents and teachers communicate daily through the use of a notebook.) Jamal and the other first graders have a few minutes to "cruise" the room. There are lots of books and activities around the room and it's a great time for kids to connect with each other.

8:45 The entire class divides up into partners who read books together for a few minutes. Jamal's partner brings two books over, and he picks one of the two by pointing to it. He will turn the pages while she reads aloud. She (or a teacher) may ask him to point to pictures. Since the class desks are placed in clusters of four, children spend a lot of time during the day talking and learning from each other in both formal and informal ways.

9:00 On some days, students are paired for "class jobs." On this particular day, Jamal and a partner will take the attendance cards and messages down to the office. These jobs teach all students to take responsibility for the smooth functioning of the classroom. After this, the whole class reviews the calendar and schedule for the day. At the same time, an adult or a student will help Jamal put his schedule pictures in the proper order for his day.

9:30 During a penmanship lesson, the students sit in groups of six. Jamal will pass out the papers to each child in his group as directed by the teacher. He is learning to associate their names and faces. He is also working on his "grasping" skills. Later, an adult will put two colors of crayons by him and ask him to pick up the blue one to color with. He is learning a lot about language in this and all class activities.

10:00 All students take a break for the bathroom and a drink at the water fountain at this time. Jamal will line up with the other children, but will need assistance and may take longer in the restroom.

10:15 There are a variety of activities during reading time. Sometimes children develop a class "big book" with a page about each of them. His teacher may write home to ask what Jamal's favorite TV show is, or what he likes to do with his family so that his page can be completed. Since his classmates are getting to know him so well, they can fill in some information like, "What's my favorite food?" He can use the "yes/no" section on his language board to tell them if they are right, and to answer questions about other reading stories.

11:15 Jamal needs to visit the nurse to receive his medication. An adult points to the picture of the nurse on his schedule to make the destination clear, and they walk together to the nurse's office. Afterwards, he returns to class, walks down to the lunchroom and sits with friends. An adult assists him with getting his lunch, paying the cashier and developing his eating skills.

12:00 All children are involved in Learning Centers—centers set up in the corners of the room with educational activities for individuals or small groups. Sometimes an

"How about right here?"—students enrich each other's work.

occupational therapist will join a small group at a Learning Center to work with Jamal on specific skills. On other days, his teachers prepare a "cooperative learning" lesson.[3] The class is divided up into small groups which include students of different race and sex, as well as different learning and personality characteristics.

Group membership sometimes remains the same for several months so that the students develop a sense of group cohesion. Students learn positive interdependence by sharing goals and materials, and taking on different role assignments. Jamal is also given a role when these lessons occur, although the way he participates may look different from his peers (e.g., he uses a name "stamp" to sign his name, he gives members a "high five" to encourage them, instead of using words). One of the teachers provides support to him and his group.

12:55 Jamal joins his classmates for art, music, library or physical education class at this time. A variety of rich learning experiences occur in these classes.

1:30 Students usually have a math activity at this time. On some days, Jamal leaves the room for a session with a related service provider (e.g., speech therapy, physical therapy). On other days, his teachers develop ways to incorporate him into small group instruction. One day he works as a "checker" for his math group. The six children are using small cubes to solve number problems such as "eight minus four." After the children determine the answer, Jamal and his teacher will touch each block and count from one to four in order to "check" the answer. He is learning one-to-one correspondence through this activity.

2:00 Jamal begins to prepare for dismissal by getting his backpack off his hook and bringing it to his desk. He will put his notebook in the pack and re-zip it (with assistance). On this day, his class will join another class to have a sing-along. He will need to sit on the floor and get up after the singing is finished. He greatly enjoys the songs and often claps along. At dismissal, he walks with a partner and an adult to the bus.

It is clear that the "typical day" of this first grade offers many opportunities for Jamal to learn and grow.

What Happens When Students Get Older?

Shifting from "special" classes to inclusive programs is not limited to young children. In inclusive education programs, students with special needs continue to progress from grade to grade with their classmates. When they complete elementary school, students transition to middle, and later, high school with familiar classmates.

Students with disabilities in middle and high schools have individual schedules like other students. Teachers and parents help students select courses which will allow them to address their individual goals and interests. In some cases, an additional teacher or teacher assistant is assigned to a class that includes one or more students with significant needs in order to provide support or make adaptations in the curriculum. Some older students may receive instruction in functional skills in the community for one or more periods a day in addition to the regular classes they take (e.g., weekly instruction in a community workplace, learning to use the grocery store). Since the community is a rich environment for learning for any student, some teachers involve students without special needs in such instruction, and pose challenges to them related to *their* goals in school (e.g., applying math and health concepts in a grocery store).

Do Middle and High School Students Accept Classmates Who Have Disabilities?

Many students are both positive and supportive of their classmates who have disabilities. Many students who have been in "inclusive" education classes in elementary school believe that students with disabilities should continue to be members of their classes.

"Before I came here, they were in all our classes in elementary school. They're people too, just like us.... They should be in more [regular] classes here."
—a middle school student who has a classmate with autism in one of his seventh grade classes[4]

Yet this kind of acceptance can also be heard among older students who have classmates with disabilities for the first time in middle or high school. A high school girl describes Terry, a classmate she met during her junior year. Terry had always been in special education classes prior to this year.

"She's real nice, you know. The way she used to walk in and yell 'hi' to everybody ... It's pretty good to have her in class. I was kind of helping her in the beginning. She sat at our table because her [wheel]chair didn't fit at the other ones. One time, I was helping her and she was helping me—you know how she does it. I think we were doing abstract or asymmetrical forms on paper. And she was having a fun time."

This student viewed her classmate as a "fun person." She didn't even mention Terry's disabilities. Terry is accompanied to class by a teacher or assistant for support in her work. Terry is a young woman who has severe physical disabilities and does not speak. This girl and other classmates describe her not as "handicapped," but as "outgoing, friendly, and fun."

What Do Students with Disabilities Learn in Regular Middle and Secondary School Classes?

Secondary students also have Individual Education Programs with specific goals determined. Students do not need to learn the same content at the same level as their classmates to benefit from attending regular classes. Many regular classes in middle and high school offer rich learning environments for modified academic and other related skills (e.g., communication and social skills)—as well as positive role models.

Dave is a middle school student who has autism. In his seventh grade social studies class, many of his individual goals were drawn from the same content as his classmates—although he is not expected to learn as many facts and details about American history as most of the other students. Participating in small group activities and listening to his teacher's presentations and class discussion contributed to his learning, particularly since his reading skills are different from most others in his class.

Dave was also enrolled in seventh grade math, but received individual instruction from a support teacher within the class. In addition to his math goals, much of what Dave learned in this class centered around staying "focused" and learning appropriate social behavior in group settings. The seventh grade math teacher commented on what Dave had learned by the end of the school year:

"His skills and behavior are much better than when he came in at the beginning of the school year ... In the very beginning

of the school year when he came to class, I didn't think I was going to make it ... He would hit himself or he would make noises ... or he would get out of his seat and ask me something ... He would talk out loud instead of whispering ... His growth over this year has been phenomenal ... It is unbelievable that he is the same young man. He still demonstrates those behaviors ... He still has those days. But his productivity has tripled ... I mean he can sit through a class and work ... Now, he can work through the distractions of the class. He can produce. There's a tremendous amount of improvement ...

"At the beginning of the year, I questioned whether he should be here ... But the interaction, the "feeling" part of the class, the knowledge of the need to function within a group, even if he's doing something totally different ... to be able to walk into a crowd and do what you need to do—I mean that's part of everyday living.... And I think that as educators, placing him in situations like this five different times a day can only help.... hopefully it will transfer into everyday functioning in groups and crowds—and being able to deal with other people."

One high school student, Sam, who had always been in special education classes, began taking a regular music class during his third year in high school. This young man lives in a state institution for people with developmental disabilities. He has extensive physical disabilities and appears to have intellectual disabilities. He does not have verbal speech. After his first year in a regular class, his teacher reported that he "is well-liked and has made a number of friendships." School is one of the few places this student has opportunities to make friends with people his age. One of his classmates, a sophomore, described the relationship:

"Sam hangs with us—me, Tom, Leon, Ted. And we like rap, and he raps ... He's pretty cool.... He's fun to be with ... And he knows what we're talking about ... Everybody wants Sam there. When he's not there, everyone's like, 'Where's Sam?' "

Sam's music teacher discussed the impact his presence had on other members of this high school class:

"If we learn to deal with it [disabilities] and associate with it, and identify with it, then it's much easier for us to cope.... There are kids that learned to love him and accept him that probably never had to deal with handicapped people at all. And just the environment itself—it changed. Learning to 'read' [his] sounds, be it good sounds or bad sounds, and people are willing to accept these forms of communication.... These things all had an impact."

Summary

As noted in a parent newsletter, the inclusion of children and young adults with disabilities with other students in our schools will result in "an ever widening circle of people who believe that disabilities are a part of life, that people with disabilities are a part of [our] natural environment who should not be isolated, and that people with disabilities can have a positive effect on non-disabled people and the general community."[3]

All students can benefit from regular class activities even though the individual goals for some may be quite different. Such efforts are not always easy to implement, and depend on adequate support for both students and school personnel—but the benefits for all students are substantial. As one regular education teacher noted:

"Above all, we want our kids to show concern for others, now and in their future days. Typical kids in integrated classrooms benefit because these goals are as much a part of their daily classroom experience as the 'academics.' In reality, I believe the academics are enhanced because of these goals."[6]

And this teacher observed:

"I believe that all kids have a right to be in inclusive classrooms—to be educated with their peers. When everybody in a class is considered equal, some very great things will happen." ■

Linda Davern is the Coordinator of the Inclusive Education Project (a collaborative project between Syracuse University and the Syracuse City School District), Syracuse University, Division of Special Education and Rehabilitation, Syracuse, New York. Roberta Schnorr is a graduate associate with the Inclusive Education Project, and is currently involved in research related to the inclusion of secondary students.

1. These and the two quotes from parents that follow are drawn from A. Ford, E. Erwin, L. Davern, R. Schnorr, D. Biklen and J. Black (Eds.), *Proceedings of the School Leaders' Institute on Inclusive Education*, Inclusive Education Project, Syracuse University and Syracuse City School District.

2. The names of students have been changed.

3. D.W. Johnson, R. Johnson, E. Holubec and P. Roy, *Circles of Learning*, Alexandria, Va.: The Association for Supervision and Curriculum Development, 1984.

4. These and the quotes that follow were gathered as part of a research project related to regular secondary classes which include students with disabilities.

5. P. Mosser and L. Sommerstein (Eds.), *Parent Network Connections: Parents Help Parents*, 3 (2), p. 1, Summer, 1989.

6. This and the following quote are taken from the *Proceedings of the School Leaders' Institute on Inclusive Education*, Inclusive Education Project, Syracuse University and Syracuse City School District.

Making School Integration Work: Additional Resources

The following list of resources is geared for those interested in learning more about inclusive education:

D. Biklen, *Achieving the Complete School: Strategies for Effective Mainstreaming*, New York: Teachers College Press, 1985.

D. Biklen (Executive Producer), *Regular Lives* (Videotape), Washington, D.C.: State of the Art, Inc. (WETA, P.O. Box 2626, Washington, D.C. 20013), 1988.

J. Dobbins (Producer/Director), *Jenny's Story* (Videotape), Islington, Ontario: Integration Action Group (19 Rivercave Drive, M9B4Y8), 1987.

J. O'Brien, M. Forest, J. Snow and D. Hasbury, *How to Improve Schools by Welcoming Children with Special Needs into Regular Classrooms*, The Centre for Integrated Education: Frontier College Press, 1989.

C. B. Schaffner and B. Buswell, *Opening Doors: Strategies for Including All Students in Regular Education*, Colorado Springs: Peak Parent Center, Inc. (6055 Lehman, Colorado Springs, Colorado 80918), 1991.

S. Stainback, W. Stainback and M. Forest (Eds.), *Educating All Students in the Mainstream of Regular Education*, Baltimore: Paul H. Brookes, 1989.

J. York, T. Vandercook, C. Macdonald, C. Heise-Neff, and E. Caughey, *Class Integration of Middle School Students with Severe Disabilities: Feedback from Teachers and Classmates*, Minneapolis: University of Minnesota, Institute on Community Integration, 1989.

BEST COPY AVAILABLE

ALL STUDENTS BELONG IN THE CLASSROOM: JOHNSON CITY CENTRAL SCHOOLS, JOHNSON CITY, NEW YORK

by

Carol Berrigan

CENTER ON HUMAN POLICY

All students belong in the classroom: Johnson City Central Schools, Johnson City, New York

by Carol Berrigan

In the southern tier of New York State, three hours northwest of New York City, is Johnson City. The city, with a population of 18,000, has the lowest socioeconomic level in Broome County. In the early 1970s, under a new visionary superintendent, the school district was systematically reorganized to raise standards and achievement. With the new model, which combined elements of good teaching, learning and administration, there was a dramatic improvement in morale and staff effectiveness. The model, based on mastery learning, assumed that all students can learn, and that learning will optimally occur, if provided favorable learning conditions.

The stated mission of Johnson City Central Schools became: "All students will learn well." To this end, the staff developed the following points, forming a belief system which consitutes its philosophical base.

1. Excellence for all, not just a few;
2. Prevention, rather remediation;
3. Optimism about learning;
4. Cooperative learning, rather than competitive learning;
5. Inclusive programs, not exclusive;
6. Mastery learning, not mystery;
7. Trust, not fear;
8. Success, not failure;
9. Validation phrases, such as, "All kids have potential," "Johnson City students are the best," in contrast to killer phrases, such as, "Some kids are just dumb."

What about students with disabilities? With the new model, Johnson city included district children with mild and moderate disabilities as part of the regular classroom. Special education teachers team-taught with regular education teachers. Students with special needs were interspersed among homerooms. Special education teachers worked with various ability groups and had homerooms. In 1987, after extensive soul-searching and much discussion, the administrators and faculty representatives made the decision to return students with severe handicaps to their school district. New York State permits districts to purchase services for students with disabilities through a cooperative, and that is what this district had done until then. The superintendent, Albert Mamary says:

"Philosophically, we are for inclusion. Up to now, we thought it easier to separate kids, to send [kids with severe disabilities] outside the district. But we've seen the discrepancy in our philosophy. We are including all our kids. we want a complete school system."

At a two-day development conference in August 1987, the new program adopted by the district was represented to a large segment of the faculty, including a few new special education and regular education teachers. In his opening statement, the Assistant Superintendent, Larry Rowe, began his remarks by saying:

"We hired people who are: One, philosophically in tune; two, people who want to grow and three, people who want to integrate. We don't think we are the usual school district. We're always growing, always changing, always open to new ideas. We deliberately planned it so that special and regular education teachers [will] be together for this conference, because we want to encourage you to team teach. Just as we're not separating kids with special needs, we're not separating special education teachers. Everybody takes responsibility for kids under our guidance."

A regular education teacher spoke up and said:

"It sounded like family when Al and Larry were talking. These children who are severely handicapped and have been in special schools—or worse—in institutions, because there was no place for them in Johnson City, are part of our family. We've got to change a bad situation. I think we're up to it. It's not going to happen overnight. I have twinges in my stomach, but I do know that if it can be done, it can be done here. I am personally dedicated to making it work, to being in the school more than usual, to going into the classrooms for help."

Assistant Superintendent Larry Rowe commented:

"Institutions have trouble with change. New ideas get stalemated. You've got to have your buildings ready, your teachers, students, your classes ready. We ask ourselves, 'How can we make the school most inviting for all kids?' Schools can have the ability to make schools real learning places. We don't have all the answers. We don't have the product. We're always learning. We look at change as a constant."

In the fall of 1987, as school resumed, the twelve certified special education teachers in the Johnson City School System were distributed as follows: Five in the two elementary schools, three in the junior high school and four in the senior high school. The teachers, special and regular, plan the models that work best for them. Some work in vertical teams (e.g., grades K- 3), some in horizontal teams (all one grade), some special education teachers are homeroom teachers, others use a consultant model.

In 1987 (the first year that students with severe disabilities were returned to the district, I made observations on a kindergarten class of Harry L. Elementary School. There were twenty typical children and four children with special needs: Two had multiple handicaps and were medically fragile, one had autism and one had severe learning disabilities and challenging behavior. The kindergarten staff included a regular education teacher, a special education teacher and two full-time aides.

During that fall visit, there was excitement in the room because of its new configuration—four students with severe disabilities. The children were mixed at the typical round kindergarten tables, and the two aides hovered protectively over the two students with multiple handicaps on a one-to-one basis. However, on a return visit in the spring, I found not only the expected maturation of all the students (with and without handicaps), but also a relaxed, comfortable staff and real sense of classroom cohesion. One of the typical students was assisting a student with multiple handicaps during snack time. One of the aides was planting vegetable seeds with a small group of four typical students and one student with severe disabilities. Another typical student was holding the hand of a child with multiple handicaps who is blind, does not speak and uses a wheelchair. The typical student was interacting with the student with disabilities through hand squeezes. The typical student in-

formed me of her favorite snack food and that of her friend. Three students, two typical and one with autism, were creating a mural. Observing the regular teacher addressing the class, it was obvious that she "took ownership" of all her students. The special education teacher spoke of the power of peer-modeling and student interaction. She also spoke of her increased job satisfaction because of shared responsibility for all students, of not feeling isolated, of no longer being labeled hereself.

The teacher made these comments:

"I support the direction and philosophy of the school system. We do not stagnate. Our teams of teachers problem solve. Many plans are tried and some are put by the wayside, and if one thing isn't working, we do something else. One old notion that we have stifled is that there are 'my kids' and 'your kids.' I taught in a special education system, and when Johnson City announced they were bringing back their kids, I think I was the first one at the door to apply. I knew how the commitment of the top administrators filtered down through the school to everyone: That all children can learn, that special education is considered an integral part of the system, not an appendage."

When the decision to bring back all children to the school district was shared with the Board of Education, some Board members questioned whether the regular education students would be deprived of an optimal education.

Larry Rowe replied. "We would not be giving your kid a total education if your child were not in touch with kids [with severe handicaps]. It is a moral issue that no one be segregated. It is required of us, the administrators, to develop an emotional, as well as an intellectual commitment to our newest students."

The philosophy of Johnson City extends beyond the child's experience at school. Johnson City believes that all children are a part of the community where they live, work and play, and the school should provide the child with strategies to function successfully outside the school as well as in.

A regular education teacher reported, "We have full support of the administration. We know our needs will not go unheeded."

A special education teacher remarked, "Behavior management at Johnson City is not just discipline. It is a problem-solving process that is in place throughout the district. Is the problem a 'function of the disability? Is it a decision problem? Is it a matter of conflict between teacher and child? Did an assignment cause the problem? The system is willing to change if necessary to accommodate the student. The bottom line is that all are committed to keeping the student there, in the regular classroom."

The school district embraces change as an indicator of growth. All aspects of school life are subject to change if change increases the probability of developing a better learning environment. The administrators will say that, "on a scale of one to ten, we may be a six and a half." This attitude fosters an openness to new ideas that can benefit various groups in the school system.

Johnson City has made great strides in its goal to be an inclusive school district. While its leaders can take pride in their model program, they also readily acknowledge the work that needs to be done. They look ahead to see Johnson City adopting a fuller community referenced program for secondary school students. They look ahead to see Johnson City evenly distributing the students with severe disabilities among all classes. They look ahead to see all instruction and therapies occurring in the classroom and not "pulled out."

It is powerful testimony to hear parents, teachers and administrators speak of their satisfaction with the direction of inclusion that Johnson City Central Schools is following. The observer senses a fulfillment that happens when people strongly feel they are doing the "right thing."

This article was prepared by the Research and Training Center on Community Integration, Center on Human Policy, Division of Special Education and Rehabilitation, School of Education, Syracuse University, with support from the U.S. Department of Education, Offices of Special Education and Rehabilitation Services, National Institute on Disability and Rehabilitation Research, through Cooperative Agreement No. G0085C03503. No endorsement by the U.S. Department of Education of the opinions expressed herein should be inferred.

FULL INCLUSION AT HELEN HANSEN ELEMENTARY SCHOOL: IT HAPPENED BECAUSE WE VALUE ALL CHILDREN

by

H. James Jackson

REPRINTED WITH PERMISSION

8

Full Inclusion at Helen Hansen Elementary School

It Happened Because We Value All Children

H. James Jackson

In June 1986, the district director of special education asked me to attend a 1-week workshop on the integration of students with moderate or severe handicaps. Because the workshop was scheduled for the first week in July, which was the beginning of my summer vacation, I was not very enthusiastic. I protested that I had no special education students in my building and that I had no special education training. My protests fell on deaf ears, and I made plans to attend the workshop.

My experience with special education classes was limited. I had heard my fellow principals complain about them at administrative meetings. It seemed that they occupied an inordinate amount of time because of busing, behavior, unusual needs, and scheduling. I had attended staffings in which students had been identified, labeled, and placed in special education classes. In these meetings, I frequently felt like a used car salesperson pitching the program and its benefits to parents.

As I reflect on it, this "sales pitch approach" bothered me but I accepted the idea that "these children" needed the protection of special classes. Believing we were doing the "right thing," I added my voice to the chorus of canned messages directed at the parents: "Your child will do better in a smaller group," "Your child will be able to move at a slower pace," and "Your child will be less frustrated."

Suddenly, the salesperson for special education programs was being asked to learn how to work with students with severe disabilities in a "regular" school setting. I was not looking forward to the experience.

GETTING PREPARED

To prepare myself for the workshop, I read articles about integration. As I did so, my mind harkened back to an evening about 6 months earlier when, out of curiosity and because the meeting was held in my building, I attended a gathering of parents, university staff, local district officials, and state department representatives. The meeting was a dialogue on integration in which a few parents spoke about their desire for their children to be integrated and some university staff encouraged the concept. It appeared to me that district officials were resisting the integration of students from the area's segregated facility in regular school settings. The parents, however, were pressing the integration issue with the support of the university staff and possibly a few people from the state department. I heard comments by some school people about "unreasonable requests," "pushy parents," and "parents not accepting their children's handicaps." I left the meeting confused.

I arrived at the first session of the 5-day workshop anticipating hearing more about the problems associated with special education from other administrators. From my readings I was beginning to understand why some parents and some educators advocated integration of students with special needs. I thought I understood the definitions of integration, mainstreaming, and the least restrictive environment (LRE). During the next 5 days, these ideas were clarified for me. Instead of complaining, the administrators in the group listened, discussed, and decided they wanted to be involved. Building administrators requested information on how to integrate, not why to integrate.

One after another the speakers led us through their own awakenings. They described successes and benefits for all children, and they offered their support in our efforts. I left the workshop renewed, excited, and ready for a new challenge.

EXPERIENCING INTEGRATION

At this time the plan was for integration, not full inclusion. Students with moderate or severe disabilities were to be placed in self-contained classrooms in typical school buildings where they would experience some contact with other students. We had been told it was important to place the students near building activity centers where they would see and be seen. Informational meetings were to be held for staff members; building plans were to be prepared; integration committees, made up of parents

and teachers, were to be formed. Once I had hired a teacher and decided on a location for the classroom, I felt ready for the fall semester.

Among my August mail was one letter containing a class roster for the special class. The list included three little girls—Ann (4), Susan (5), and Leah (7). On paper this list didn't look any different from our other class rosters. I noticed that none of the children lived in our attendance area so I called the director of special education to verify transportation availability. He assured me that he would arrange transportation.

In our first staff meeting of the new year, my comments concerned the concept of community—everyone belongs, and we could meet the needs of all kids by working together and supporting one another. Heads nodded in agreement.

I also introduced the teachers for the special classes. We had received four classes. There were two classes for students with learning disabilities, a classroom for students with behavior disorders, and a classroom for students with severe disabilities. They represented a total of 31 students, all of whom were from outside our school district. Accompanying the 31 students were four teachers and four associates.

The first day of school opened with the usual excitement and controlled confusion. Classes began for most students at 8:50 A.M. but some of the students with special needs were not there. I got my first lesson in having special education classes: These students do not arrive on time. My second lesson came later in the day when most of these students left 15–30 minutes early.

Because I was busy getting everyone settled, this phenomenon did not attract my attention until later in the week. When I called the director of special education, I was informed that this was a common practice. Some students traveled long distances and had to make connections with other buses. Times of connections could not be changed because the large segregated special educational facility had different dismissal and start up times and the buses had to meet their schedules. I protested the situation again and again and presented what I felt were all of the logical and reasonable arguments. Eventually, I concluded that I could do little about arrival times, but I could determine when the children left. So, I told teachers that all students were to leave at the regular dismissal time.

On the first day of my new plan the early buses began arriving. When no students came out, the drivers called their dispatchers who in turn called me. By the end of our conversation regular dismissal time was at hand. For the day I had succeeded.

The next day my director called me and asked what had happened. Once again I explained my position and urged him to see if he could make some changes so the students with special needs could be in school a whole day. At my request he pressed the issue and the next day departure times for all buses were moved closer to our dismissal time. The stu-

dents had gained 15–30 minutes more school time, and I was promised that arrival times would be studied also.

Although not clear to me then, I had witnessed for the first time the devaluation of students with special needs by some educators. The idea that these students did not need to be in school as long as other students was the devaluation message that I found again and again as I worked with students with special needs.

During that first year the school community accepted the students with special needs, but, they were still in separate rooms, self-contained for most of the day. The exceptions were art, physical education, music, lunch, and recess. The three little pioneers thrived. Their presence and their progress encouraged me.

BEYOND INTEGRATION TO FULL INCLUSION

I experienced an awakening that I did not fully understand, but that I now know to be inherent in concepts such as valuing *all* children and full inclusion. Three little girls had changed my life forever. But this was just the beginning.

Today at Hansen Elementary School in Cedar Falls, Iowa, students with moderate to severe disabilities are members of regular classes where they spend their entire school days working, playing, and living with their friends. No child has been "cured" of a disability but in one small part of the world, people are recovering from the ills of separation and being restored to the good health of togetherness.

HOW DID IT HAPPEN?

It happened because the staff at Hansen Elementary School decided to value, accept, and welcome all children as full-fledged integral members of the school community. It was that simple! However, some people will want more "technical" information. The technical part "officially" started with a letter to the state department of education in October 1989.

> October 5, 1989
>
> Steve Maurer
> Bureau of Special Education
> Department of Education
> Grimes State Office Building
> Des Moines, Iowa 50319
>
> Dear Mr. Maurer:
>
> I am writing to request consideration and approval of an Alternative Services Delivery System for a group of six students with moderate to severe handicaps assigned to Hansen Elementary School. The plan has been devel-

oped with the assistance of parents, U.N.I (University of Northern Iowa), AEA (Area Education Agency), and LEA (Local Education Agency) staff. We propose to integrate these students into age-appropriate grade-level classrooms for the duration of the scheduled day (i.e., ½ day for students of kindergarten age and a full day for students in grades 1–6). The classroom teacher will be the primary teacher for these students.

To facilitate these integrations, support from a teacher associate or the special education teacher will be needed at times. Such activities as demonstration of techniques, direct teaching to groups that include identified students, consultation and collaboration with the classroom teacher, adaptation of materials, and meeting with nonhandicapped students to develop interaction strategies and activities will be considered appropriate support by the special education teacher.

The teacher associate's role will be to facilitate the placement of identified students in the regular classroom. The classroom teacher and special education teacher will direct the associate's activities toward this goal.

We are aware of the department's concerns regarding an associate working with students without handicaps. It is our desire to respect this position. However, I feel that facilitation is the key to our plan. Limiting the associate's contact with other students in the classroom may hamper the integration process. It is our desire to have the classroom teacher view the student who is integrated as a regular member of the class and not as a visitor with a "helper" to take care of him or her. Further, we want to increase the opportunities for the integrated student to interact with peers and the classroom teacher and not be totally dependent on the associate. One of the factors that positively affects integration is a sense of community. It is easier to develop this sense when a person learns to look to peers and others for assistance. Under this philosophy it is possible that there will be times when the best interests of the child being integrated would be better served by the regular teacher while the associate tends to the needs of other students.

We believe that all students will benefit from the Alternative Services Delivery System we are proposing. For the identified students, being with regular education students will help them develop behaviors, attitudes, and life skills that will continue to serve them as they move toward adulthood (i.e., social interaction, taking responsibilities, finishing a task, communicating needs, and developing friendships). We believe that learning these skills in a natural setting is superior to learning them in simulation or isolation.

For the regular education students the establishment of a positive comfort level with people who are handicapped is a primary goal. Further goals include: learning to see the person first and the handicap second, understanding the special needs of persons with handicaps and helping provide for these needs without diminishing the individual, establishing real and lasting friendships among students with and without handicaps, and helping develop an enlightened nonhandicapped citizenry that will support progress for people with handicaps.

We realize that these goals are not new and that fine special education programs in segregated settings have long held the achievement of these goals to be basic to a successful program. It is our desire to determine if the goals can be more effectively realized in a more natural setting enhanced by the inclusion of the nonhandicapped population.

We recognize most needs for persons with and without handicaps are the same. They involve dignity, recognition, friendship, success, and learning to

deal with failure. We also know that handicapping conditions can present a multitude of special needs. With these two ideas in mind we will evaluate our program considering its overall effect on both populations by utilizing feedback interviews and questionnaires with students, parents, and staff. IEP evaluations will be performed to determine if and how well special needs are being met and what gains have been made.

Much of the evaluative data will, by necessity, be somewhat subjective. Objective data in the area of integration time (pre, post), attitude changes among students (pre, post), and parent responses regarding the strengths and weaknesses of the program will be gathered. A team consisting of LEA (Local Education Agency), AEA (Area Education Agency), and U.N.I. (University of Northern Iowa) staff and parents will monitor the program. Meetings will be held in early November, February, and May for this purpose. The LEA building administrator will schedule these meetings and prepare an agenda that provides opportunities for input from all participants.

Thank you for your encouragement and advice in our efforts to provide the best educational opportunity for all students. I look forward to hearing from you. Please contact me if further information or clarification is needed.

Sincerely yours,

H. James Jackson
Principal

WHAT HAPPENED?

I probably can best describe what happened by including an article, "A Circle of Friends in a 1st Grade Classroom," written by Susan Sherwood, a classroom teacher at Helen Hansen Elementary School and published in *Educational Leadership* (Sherwood, 1990). In the article she describes her thoughts and experiences with full inclusion.

Ann. Age 6. Severe multiple disabilities. Birth trauma. Head injured. Moderate to severe mental disabilities. Hemiplegia to right side of body but ambulatory. No right field vision. Small amount of left peripheral and central vision. Color-blind. Verbal.

Pacing back and forth in the entryway, I pondered the details in my mind. As I anticipated Ann's arrival on the area agency education bus, I vacillated between calm conviction and near panic. Three days before, the special education teacher had greeted me with a request for a full-time integration placement. In light of my conviction to meet the needs of all students, my answer was instantaneous. Now I wasn't quite so sure.

As a teacher of young children for 18 years, I know that every class has a wide range of abilities and problems. This particular group of 21 students was no different. Their intelligence range, as measured by the Cognitive Abilities Test was 137–168 (excluding Ann's evaluation). Shane was reading at the eighth grade level. Sara had been diagnosed as learning disabled. James as hyperactive. Mike was adept at mathematics problem solving; Erica was a 6-year-old in puberty, and so on. Indeed, Ann was not so different. All needed to belong to our classroom community and to accept their

own strengths and limitations before they could freely accept others. To develop confidence, instill love of learning, and enhance self-concept, the teacher builds on each child's uniqueness—creating a motivating and challenging atmosphere where all children are free to work cooperatively, learn from mistakes, take risks and rejoice in accomplishments. Such a classroom community is a support system for each of its members.

Special educators coined the term "a circle of friends" to describe the framework of peers, friends, and adults in the natural environment that surrounds a child with severe multiple disabilities and offers mainstream support. Only the term itself, however, is new to the classroom teacher who has worked to build these relationships in his or her classroom all along.

Just as circles of friends draw the lives of children together, networking within the classroom links special educators and regular educators together in common goals. Our objectives for Ann were to help her (1) develop normal relationships and friendships with her peers; (2) build functional skills through normal 1st grade routines; and (3) continue work at her level toward functional academic life skills.

In social interactions, nonhandicapped children are good role models. By observing what they see, students with handicaps imitate appropriate social behaviors and engage in fewer inappropriate ones. . . . I was amazed at the ability of my students to provide structure for Ann's activities in the absence of an adult aide. For example, when Mike noticed that Ann needed assistance, he would gather the necessary materials, quietly approach her, and firmly direct her task. On one occasion, when she flatly refused to participate, he unemotionally prodded her, "You have to because you're a 1st grader, and these are the things 1st graders do." Then, without a pause, with the same sense of purpose as an adult, he directed her to trace the letters.

Of course, to promote Ann's independence, we had to adapt basic 1st grade materials to enable her to follow directions and participate routinely. For example, to allow her easy access to her supplies, we affixed a wooden block to the top of her desk to hold pencils, crayons, and her name stamp in an upright position.

On some academic tasks, such as rote counting by ones and fives to one hundred, Ann was capable of full participation. At other times, we struggled creatively to supply her with parallel activities so that she could still feel part of the group.

We also initiated the "facilitator of learning" role for each supporting adult on our classroom team. This means that their primary purpose was to assist Ann's integration; however, each team member was to support *any* child when not directly involved with Ann. In this way, the other children did not perceive Ann as having a special helper.

As I reflect on this past year, I know that Ann's life has been touched in many ways by her peers and teachers because she was afforded a free and public education in a regular classroom. Yet the integration process isn't easy. At times, it can become all-consuming. With no right answers, however, we cannot allow ourselves to be constrained by past practice. Don't be afraid to try. We can capitalize on mistakes and transform them into learning experiences and opportunities to creatively solve problems. My vision for education is students, parents, educators, and administrators working cooperatively to make learning positive and empowering for each student within a *regular* classroom. (p. 41)

FINAL COMMENTS

Readers interested in additional information on the day-to-day operations of full inclusion at Hansen Elementary School are referred to Chapter 16 of this book. I should note here, however, that our day-to-day experiences have strengthened our commitment to see Hansen Elementary School become a community where everyone is valued and welcomed. We are gradually looking past the labels—seeing students as children rather than "disabled" versus "nondisabled" or "special" versus "regular." We are beginning to view all children simply as children, who need to be valued, welcomed, and educated, each according to his or her unique gifts and talents.

REFERENCE

Sherwood, S. (1990). A circle of friends in a 1st grade classroom. *Educational Leadership 48*(3), 41.

HELPING TEACHERS MANAGE THE INCLUSIVE CLASSROOM: STAFF DEVELOPMENT AND TEAMING STRATEGIES

by
Barbara Ayres
and
Luanna Meyer

Helping Teachers Manage the Inclusive Classroom

Staff Development and Teaming Star Among Management Strategies

BY BARBARA AYRES and LUANNA H. MEYER
School of Education, Syracuse University, Syracuse, New York

La Cauge, Ill., Area Dept. of Special Education

More than two decades ago when "mainstreaming" sounded like something new, planning grants were awarded to schools of education as an incentive to include information on students with special needs within their teacher preparation programs.

At the time, mainstreaming seemed a bold venture. Public schools, structured around the belief that most students were "typical," had created unified curricula for large groups of such youngsters organized according to age. Now someone was going to enter the classroom who had special needs. What could possibly prepare teachers for this major shift in expectations?

Surely, the first step was to ensure regular education teachers were both more sensitive and more knowledgeable about these new students. As a result, many teacher education programs incorporated one or two special education courses at the preservice level, most likely dealing with legal requirements and the characteristics of various handicapping conditions.

More changes occurred in the 1980s, as students with severe disabilities began to appear at the schoolhouse door. Again, our reaction was to learn about "the label"—as if knowing all about chromosomes and the latest diagnostic terms would somehow help teachers do what they needed to do in their classrooms.

One teacher we know who was told she soon would have two students with special needs in her third-grade class said, "I told the special education consultant 'I need to read some stuff on Down Syndrome. And Janie's autistic. Okay, I need to read some stuff on autism.' Then I'm reading about the 40 million different classifications of autism and it varies from child to child and IQ's vary with Down Syndrome, and this is like saying, 'Oh, yes, I'd like to have a manual on the third-grader please.' Right. ... They don't make blueprints for kids!"

Could one or two courses—or a series of inservice workshops—focused on various handicapping conditions possibly prepare the regular classroom teacher for these new challenges?

Classroom Diversity

"I counted up that there are seven kids in here that I feel are high-needs kids besides Tyrone (a student with Down Syndrome). Not high needs as far as academics. ... I consider Jessica a high-needs kid because things just

BEST COPY AVAILABLE

break down so easily for her."

This teacher touches on various issues of diversity in the "regular" classroom with "typical" students. There are other realities of diversity as well. Gender can be a subtle but powerful source of influence upon children if teachers mirror society's differential stereotypes for boys and girls.

One-fourth of today's young children are living in poverty and do not come to school ready to learn. One-fourth of today's ninth graders will not graduate from high school four years from now.

Clearly, many children with and without diagnosed handicapping conditions have tremendous needs, and school may be the one environment that could be safe, nurturing, and enabling for young people who otherwise would find themselves in a downward spiral.

Other aspects of diversity can and should become sources of personal sustenance for children. Cultural, racial, and linguistic diversity is a reality that should be enriching for all children and for our society.

In the Syracuse, N.Y., City School District, virtually half of the students in the middle schools are members of a "minority" group. In such settings, old ideas of mainstream versus minority cultures are neither descriptive nor helpful.

Perhaps it is most fitting, then, that terms such as mainstreaming and integration are giving way to the concept of inclusion. Inclusion has no conditions and makes no differential value judgments. Everyone belongs, everyone is welcome, and everyone has a contribution to make.

Yet if this new reality is to become a source of personal growth and cultural enrichment for all its members, teachers now need much more than classes on handicapping conditions. They need to be prepared through both preservice and inservice education to become part of a new school community where all students are both valued and expected to learn.

Instructional Strategies

Rather than existing as a separate system and set of resources, special education must become part of a unified educational system to better accommodate today's diverse student needs.

The significant contribution of special education in meeting children's needs has been in developing a technology of individualization. Special educators can assess learning styles and academic skill levels, identify social and behavioral needs, and organize the team around an individualized plan to meet both academic and non-academic needs.

This technology can be a valuable contribution to the regular classroom—particularly if the resources of special education become more readily available to intervene on behalf of any child at risk regardless of labels.

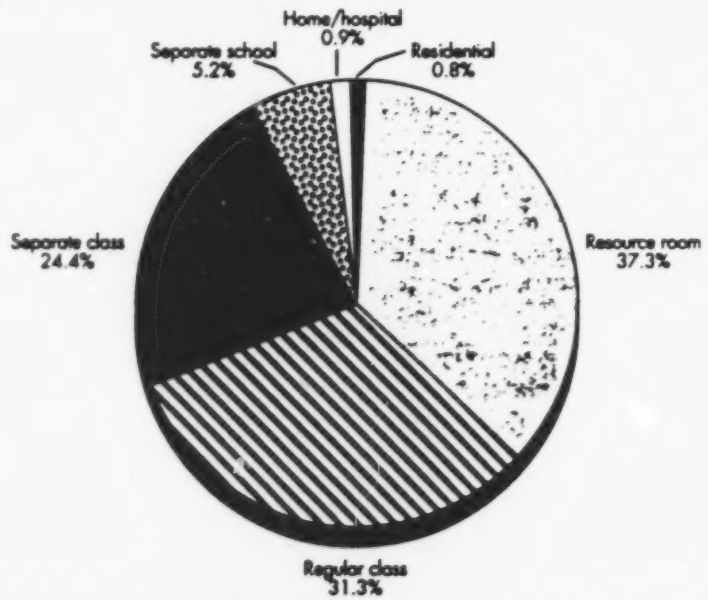
But individualized instruction cannot address all the needs of the regular classroom. Life is not a one-to-one proposition. Our society is full of people who work together to solve problems.

School offers children a time and a place to learn how to be members of society—how to be part of working groups, play groups, and communities and how to make friends. This socialization process is sometimes referred to as school's "hidden agenda."

We take peer relationships for granted without fully acknowledging the crucial role friendships play in preparing children for adult life. But more and more, the implicit socialization and group experiences in school are not sufficient to adequately prepare tomorrow's citizens. We should become as explicit about social-emotional goals as we have been

continued on page 33

Percentage of All Students with Disabilities Ages 3-21 Served in Six Educational Placements



Definitions: Regular class includes students who receive most of their education in a typical class and receive special education for less than 21 percent of the day.

Resource room includes students who receive special education for 21 to 60 percent of the day.

Separate class includes students who receive special education for more than 60 percent of the day.

Source: U.S. Department of Education, Office of Special Education Programs

continued from page 31
regarding academic expectations for children.

Educational innovations such as cooperative learning developed by David and Roger Johnson, Robert Slavin, Spencer Kagan, Shlomo Sharan, and others have double value: They do indeed enable children to master important academic goals, but they also teach children how to be part of a social unit.

In addition, whole language approaches to reading and language arts empower children to bring their culture and experiences into the classroom where they are valued and become an integral part of the academic learning process.

Interdisciplinary teaching at the middle school level challenges teachers to integrate their subject specialty concerns into broader themes, current events, and the daily activities of their students, rather than teaching each subject in isolation and hoping students will generalize the skills they learn to the world around them.

Interdisciplinary teaching has the added potential of helping students see the relevance of school to their own needs.

Teaming Approaches

Teaching can be a lonely profession. Many teachers spend the majority of their school day with students, in isolation from other adults. Although some teachers prefer this autonomy, many are beginning to value opportunities to collaborate with their peers as they work together to address the needs of all their students within the classroom.

Sometimes this partnership begins with a general education teacher and a special education teacher working together, an entire grade-level team, or a teacher and a teaching assistant. One teacher told us, "I really like the team idea. I like the support of it, I like the structure of it, I just really enjoy it. It's really nice to be able to bounce ideas off somebody else."

Yet it is not always easy for adults to work together. This is not something we ourselves experienced in elementary or secondary school or in college. This is changing, as today's young people participate in cooperative learning at all levels.

But since today's teachers generally did not have such cooperative group experiences, school leaders must provide support and practice to enable teachers to master collaborative teaming.

Successful teaching teams have the same components as successful cooperative learning groups: positive interdependence, face-to-face interactions, interpersonal and small-group skills, individual accountability, and group processing.

Administrative support is crucial if

continued on page 35

EFFECTIVE SCHOOLS PRODUCTS, LTD.

Resources for improving all schools... one at a time

Keep abreast of the current research on Effective Schools with:

- *Effective Schools Research Abstracts*
  order Volumes 6 and 7 now ..... $ 119.00*
- Effective Schools Videotapes
  Foundation Series (2-tape set) ..... $ 198.00*
  Implementation Series (3-tape set) ..... $ 340.00*
  New! Second Generation Video Programs ..... $ 428.40*
  (3-tape set/plus, monograph and viewer's guide)
- *Guide to the School Improvement Process Based on Effective Schools Research*
  guidebook—soft cover—165 pages ..... $ 29.95*
- New! *Effective Schools Practices That Work*
  monograph—soft cover—93 pages ..... $ 17.95*

***plus Shipping/Handling on all orders**

Send check or purchase order to:
Effective Schools Products, Ltd.
Department S • P.O. Box 476 • Okemos • Michigan • 48805
PHONE: (517) 349-8841 • FAX: (517) 349-8852

continued from page 33
teachers are to work together to address the needs of all their students in a collaborative manner.

On the interdisciplinary teams at four Syracuse middle schools, five subject area teachers and one special education teacher are given common planning time during the school day so they can discuss lessons and individual students and share information about successful adaptations and accommodations.

These teams are piloting interdisciplinary teaching, continuous progress, student portfolios, and a peer support networking approach to create new ways to reach at-risk students and prevent school dropouts.

These innovations are not easily accommodated by the traditional structure of the middle school day, and what may seem like a simple change—block scheduling to allow for team teaching across two consecutive class periods—will not be possible minus administrative support.

Without mutual and administrative support, teachers can feel overwhelmed by the demands of working with numerous different adults and trying to touch base during lunch, before and after school, or while passing in the hallways.

Inservice Training

Educational researchers often have bemoaned what they see as resistance by school systems and teachers to innovations. They ask, "Why don't practitioners enthusiastically and immediately implement the innovations described in the journals?"

We think implementation of models will continue to be a problem as long as teachers and administrators are regarded as passive consumers of "packages" created and developed under totally different circumstances.

Many of the innovations described in this article—from the broad construct of inclusion to specific curricular and instructional components such as whole language and cooperative learning—represent a new way of doing things for schools.

Typically, program developers assumed the way to get teachers to adopt a new model was to tightly control staff development, provide "teacher-proof" materials, and closely monitor all phases of implementation. We disagree.

We believe that unless teachers are empowered and recognized as leadership personnel who know their students and circumstances better than anyone else, model implementation

continued from page 37

Their Future's in Your Hands: Take Positive Action!

Improve self-concepts and school climate.

Positive Action, the award-winning, K-8, life skills program, teaches positive behavior and solves problems before they grow. Efficient, comprehensive, it teaches:

- Social skills
- Respect for self and others
- Peer pressure resistance
- Drug abstinence
- Problem solving
- Love of learning
- Responsibility, and more!

Make the most of Drug-Free Schools Funding with Positive Action!

Positive Action Co.
321 Eastland Drive
Twin Falls, Idaho 83301

For free information packet, phone toll-free: 1 800 345-2974

continued from page 35
will continue to be a problem. If teachers are to be prepared for inclusion—or for any other innovation—they must take ownership of that innovation.

Task Forces Preferred

We successfully have used a task force model at school and district levels to lead the way to new directions. An important difference between a task force and a "train the trainers" approach is that the task force initially agrees upon certain basic goals and premises, but then is empowered to develop specific plans as a group effort.

Our Stay In School Partnership Project in the Syracuse middle schools, for example, began with a few shared assumptions and values: We would not establish yet another pull-out program and we would instead attempt to create conditions that would help at-risk students consider themselves part of their school communities.

Beginning with these basic points, the task force then was empowered to examine a variety of approaches and components, always weighing each against a basic template of assumptions and values and selecting and adapting those that made the most sense for the group.

Similarly, for three years we have supported small study groups of teachers and parents focused on selected issues of interest to the participants. For example, one of our study groups this year includes eight teachers and parents from several Central New York school districts interested in multicultural issues for students with special needs and their families.

The group will meet monthly during non-school times, select and schedule their information-gathering process, learn about new practices, and prepare themselves to become a source of information and mentoring to other teachers and team members.

One of our most successful inservice activities of the past several years was last year's open house sponsored by the study groups. More than 100 teachers, administrators, and parents came to hear their peers present what they had learned and adapted for the variety of regional circumstances.

At Syracuse University, our teacher preparation program has come full circle. The Division of Special Education and Rehabilitation has a long and illustrious history of preparing special educators at all professional levels and an equally longstanding positive relationship with the Division for the Study of Teaching, which traditionally has prepared elementary, middle, and high school teachers. All preservice teachers had at least a minimal introduction to special needs.

Previously, a "dual" program existed that basically was two programs taken in parallel—not unlike the dual programs that exist in many schools of education. Meanwhile, the public schools in Central New York were becoming increasingly inclusive. Even students with the most severe disabilities can be found in regular classrooms.

Walking the Talk

At SU, we decided we had to practice what we preached: If schools could become inclusive, then perhaps teacher education had better keep up. If teachers are being expected to include, integrate, and incorporate diversity into their practices, university-level teacher educators should model those same practices and not simply lecture about them.

Hence, since 1990, our undergraduates enroll in one Inclusive Elementary and Special Education Program and complete a sequence of courses designed to demonstrate—and not just talk about—the inclusive principles and practices increasingly evidenced in our schools.

Who is in the best position to predict what tomorrow's teachers will need? Universities have long been in the business of believing they define both excellence and innovation. Their historical role as producers of new knowledge is an appropriate one and likely to continue.

But the practice of teacher education must be far more responsive to societal changes and take far more seriously the responsibility of modeling the very innovations researchers promote for schools.

Preservice teacher education programs must play a proactive role in modeling process and content that reflects the best practices emerging from research and development. Staff development at the inservice level has the advantage of being imminently flexible and thus potentially can respond immediately to changing requirements.

However, the one-shot approach to staff development has a long history of not making a difference. Teachers need more than being told or reading about what they should do. Inservice training must be ongoing and dynamic and must empower practitioners and parents to support one another as they define the shape an innovation will take in their schools and classrooms.

Barbara Ayres is a doctoral candidate in special education and Luanna Meyer is a professor of education at Syracuse University's School of Education.

How Effective Is Your School?

We can help you determine how well your school measures up to effective schools correlates in order to write school improvement plans.

KanLEAD's Diagnostic Assessment of School and Principal Effectiveness is a proven battery of tests that gathers information from your school community to portrays the school's outcomes and processes.

For information: **KanLEAD Leadership Academy,**
820 Quincy, Suite 200, Topeka, KS 66612 Phone: (913) 232-6566

THE MCGILL ACTION PLANNING SYSTEM (MAPS): A STRATEGY FOR BUILDING THE VISION

by
Terri Vandercook
Jennifer York
and
Marsha Forest

REPRINTED WITH PERMISSION

JASH
1989, Vol. 14, No. 3, 205–215

copyright 1989 by
The Association for Persons with Severe Handicaps

The McGill Action Planning System (MAPS): A Strategy for Building the Vision

Terri Vandercook and Jennifer York
University of Minnesota

Marsha Forest
Centre for Integrated Education

The McGill Action Planning System (MAPS) is a planning process that places primary emphasis on the integral involvement of learners with disabilities in the school community (i.e., regular classes and other typical school environments and activities). The seven key questions that comprise the MAPS process provide a structure that assists teams of adults and children to creatively dream, scheme, plan, and produce results that will further the inclusion of individual children with labels into the activities, routines, and environments of their same-age peers in their school community. This article provides a detailed description of the MAPS process, including the structure used, content covered, and the underlying assumptions of the process. An example of MAPS planning for an elementary age child with severe disabilities is provided, along with suggested modifications that have been used for secondary age students. The final discussion addresses practical considerations for using MAPS, including how it complements an ecological approach to curriculum development and areas requiring further development and evaluation.

DESCRIPTORS: friendship, integration, least restrictive environment, mainstreaming, nonhandicapped peers, peer relationships, teaming

The growing number of interpersonal relationships of people with disabilities and their peers who are not labeled and increasing demonstrations of normalized life in the community have led to two major innovations in education and human services individualized planning processes for children, youth, and adults with disabilities. First, planning sessions are evolving to focus on creating visions of an integrated life and determining ways to realize the visions (Mount, 1987; O'Brien & Lyle, 1987). This is in direct contrast to old models of planning that were based on a deficit orientation (Hammill & Bartel, 1975; Salvia & Ysseldyke, 1985). Second, friends, neighbors, and family members are assuming key roles in the planning processes (Forest & Lusthaus, 1987; Mount & Zwernik, 1988; O'Brien, 1987). These are the individuals who can provide both continuity and support throughout an individual's life. Three formalized planning processes have emerged that embrace a futures and vision orientation and the integral involvement of friends, family members, and others who care about and are involved in the life of an individual with disabilities.

The "Lifestyle Planning" process was developed by O'Brien and Lyle (O'Brien & Lyle, 1987; O'Brien, 1987). Lifestyle planning moves service providers, family members, and friends of the individual for whom the planning is occurring through three planning activities: (a) describing a desirable future for the individual, (b) delineating a schedule of activities and supports necessary to move toward that desired outcome, and (c) accepting responsibility for using available resources and dealing with the reality of those resources and supports which are not available. The basic questions addressed by lifestyle planning center around five outcomes identified as essential for achieving an acceptable quality of life. These outcomes are referred to as accomplishments (O'Brien, 1987; Mount & Zwernik, 1988) and include community presence, choice, competence, respect, and community participation. Thus, the basic questions addressed with the lifestyle planning process are: "How can we identify constructive actions that will improve the quality of life experiences for a particular individual? How can we increase that individual's community presence, choice, competence, respect, and community participation?" (O'Brien, 1987, p. 178).

We wish to acknowledge Catherine Fleetham and the circle of caring people who participated in her MAPS planning sessions. Also, we thank the students and staff at the Roseville Area Middle School for including secondary age students with severe disabilities into their school community. They fill us with hope!

Development of this paper was supported in part by the Minnesota Integrated Education Technical Assistance Project (Grant 37010-57613) and the Least Restrictive Environment Project (Grant G008630347-88). The opinions expressed herein do not necessarily reflect the position or policy of the Minnesota Department of Education or the United States Department of Education, and no official endorsement should be inferred.

Requests for reprints should be sent to Terri Vandercook, University of Minnesota, Institute on Community Integration, 6 Pattee Hall, 150 Pillsbury Dr. SE, Minneapolis, MN 55455.

The "Personal Futures Planning" model (Mount, 1987; Mount & Zwernik, 1988) is a second futures-oriented process and is drawn directly from the lifestyle planning framework. Lifestyle planning and personal futures planning have been used most often for adults with disabilities and focus on their presence and participation at home, at work, and in the general community.

A third process, the McGill Action Planning System (MAPS)[1], (Forest & Lusthaus, 1987) is a planning process that places primary emphasis on the inclusion, participation, and learning of students with disabilities in regular education classes and other integrated school settings. MAPS is a way to operationalize the assertion that all children belong in a school community and to promote the establishment of relationships with others in the school community. Communities are built upon relationships. Relationships develop through longitudinal interactions that occur when sharing common places and experiences over time. Relationships are not only one of the most valid markers for measuring a person's quality of life, they are also viewed as serving a function in social and cognitive development (Lewis, 1982). According to Hartup (1985), they are the context in which basic competencies emerge. Second, they are resources. Relationships are used to protect an individual from stress, as well as to assist in problem solving (Erickson, 1976; Goodnow, 1984). Supportive and interdependent relationships are essential for the community involvement of persons with disabilities (Edgerton, 1967; McCord, 1983; Morreau, Novak, & Sigelman, 1980). Many persons with severe disabilities will never be able to function independently in the wide range of typical home, school, and community environments experienced daily. They will be dependent upon the willingness and skill of those who surround them to provide the support necessary for their maximum participation in much the same way that each of us is dependent on others in our home, work, and community endeavors (Strully & Strully, 1985). By having the opportunity to learn and grow up together, peers who do not have identified disabilities will establish the willingness and competencies to facilitate the participation of peers with disabilities (Johnson & Meyer, 1985; Meyer, McQuarter, & Kishi, 1985).

Assumptions of the MAPS Process

The assumptions underlying and guiding the MAPS process include (a) integration, (b) individualization, (c) teamwork and collaboration, and (d) flexibility. The first assumption asserts that all individuals, including those with identified disabilities, should be educated in typical school and community environments, including regular classes, and should be provided with the necessary adaptations and supports to make this possible. Ongoing interactions with and proximity to peers who do not have labels is essential and preparatory for both those students who are labeled and those who are not. Use of segregated places for instruction must be minimized. Instead, special supports should be provided in regular education environments used by all students. Second, the assumption of individualization recognizes that each learner has unique abilities, interests, and needs. The ultimate goal of the MAPS process is to develop a plan that will meet an individual student's needs in regular education settings. Strategies and adaptations for successful integration are individualized also. Third, teamwork is essential to plan and implement the inclusion of learners with high needs (i.e., those with labels of moderate to profound disabilities) in regular education environments. MAPS capitalizes on the creative problem-solving abilities of adults and children who know and care about the individual for whom the planning is to occur. Through collaborative teamwork, the benefits of group problem solving can be realized. Flexibility, the final assumption in the MAPS process, is necessary, as even the most thoughtfully designed strategies and plans sometimes are not successful and need revision. False starts should be anticipated and a commitment made to ongoing problem solving and change as needed. Initial objectives for student involvement in regular classes and the supports necessary to achieve individualized objectives may need to be modified after the students actually participate in regular classes. Changes may also need to be made as team members acquire more expertise in the area of regular class integration. The saying that "What *is* can be better and what *is best* is fluid" (Association for Retarded Citizens Suburban, 1988, p. 1), captures nicely the essence of flexibility.

The MAPS Process

The team includes the individual, family members, friends, and both regular and special education personnel. Given the current reality of learners with high needs being based in special education classrooms, the special education professionals are likely to know the child better than regular education personnel. The regular educators, however, are the experts on the goals, activities, and routines that occur in regular classes. Both are important participants. The inclusion of typical peers in the planning process is an essential and unique feature of MAPS. The children provide a necessary and fresh perspective on the needs of their peer with a disability related to involvement in regular classes. They

[1] A video depicting the MAPS process, "With a Little Help From My Friends," is available for teams interested in learning more about the process. Write to the Centre for Integrated Education, Frontier College, 35 Jackes Avenue, Toronto, Ontario, Canada, M4T1E2, or Expectations Unlimited, P.O. Box 655, Niwot, CO 80544.

also serve a key role in supporting their peer with high needs in regular activities and settings. Typical peers help other team members to realize that the vision and dream of being an accepted and valued member of the school community and the larger community can be a reality if children have the opportunity to grow and learn together.

Because the involvement of peers who know and care about the individual is an essential feature of the MAPS process, the planning should not occur until the student with disabilities has been a member of the regular education community, so that friends without disabilities can be identified and their involvement recruited. Peers typically are identified by the classroom teacher, based upon interest as demonstrated by the amount of interaction and time spent with the student. At least two, and preferably three to five classmates have been involved in the planning. In a MAPS session in which only one friend was involved, the friend was uncomfortable participating, given the size of the group and the disproportionate number of adults. For very young children (kindergarten and first grade), classmate involvement might be limited to certain questions or the planning broken down into smaller segments (e.g., three 1-hour sessions versus one 3-hour time block). The MAPS planning typically occurs in one or two sessions. A minimum of 3 hours should be allotted to work through the process. Addressing the questions that compose the MAPS process, however, will be an ongoing activity for the educational team. The seven key questions are not carved in stone, and the facilitator may choose to address the questions in a different order or eliminate a question if the information generated seems redundant.

The participants are arranged in a half circle, with the facilitator positioned at the open end of the circle. The information and ideas generated during the process are recorded on large chart paper, which serves as a communication check during the session and as a permanent record when the planning is finished. The facilitator can also serve the role of recorder, or an additional person can serve in that capacity. The facilitator needs to be a person who is committed to building an integrated school community in which the individual is valued and provided the support necessary to be a member of the class with same-age peers. The facilitator needs good listening skills and an ability to facilitate interaction among team members in such a way that they challenge one another to broaden their visions of community and also make practical suggestions regarding the support and adaptations necessary to meet the needs of the individual in regular class settings and other typical school and nonschool environments. The facilitator must be comfortable interacting with both the adults and the children and able to elicit input from all participants. The best planning will occur for the individual with disabilities when input is gathered from all participants and conversation is not dominated by a select few. The importance of *each* person's contribution should be clearly communicated by the facilitator before the planning begins. The seven key questions and a final reflection which compose the MAPS process are delineated and discussed below.

What is the individual's history?

Aside from the individual for whom the planning is occurring, family members are the most important members of the circle because they typically know the individual better than anyone else. Because of this, family members, and the individual to the greatest extent possible, are asked to spend a few minutes talking about the individual's history, including some of the key milestones in the persons's life.

What is your dream for the individual?

This question is intended to get people to think about their vision for the individual's future. They are encouraged to think about what they want and what they think the person would want for his or her future. This vision should not be based solely on current realities. Dreams can become reality if there is a shared vision and commitment to strive for that vision. In the realm of dreams, the only certainty is that if we can't dream it, we won't achieve it. The dream question forces the team to think about the direction in which the individual is heading. This allows concrete plans to be made for realizing the vision. This is not to say, however, that the vision or the plans for achieving the dream are set in concrete. The visions and resulting expectations will be challenged continually as more is learned about how to facilitate inclusion in the school community and as positive outcomes are realized. Depending upon the age of the individual, it may be difficult to think about the dream for the individual as an adult. If that is a problem, team members can be encouraged to think about the person 5 years from the present time or perhaps when the individual is of high school age. The important factor is not how far into the future the vision projects but simply that a dream exists for an integrated future, thereby providing direction and goals to strive toward.

What is your nightmare?

This is a very difficult question to ask the parents of any child, yet an extremely important one. Parents frequently relate the nightmare as a vision of their child being alone. The nightmare presents the situation that the members of the individual's team and others who care for him or her must work very hard to keep from happening.

Who is the individual?

Everyone in the circle participates in responding to this question. The participants are asked to think of words that describe the individual; that is, what comes

BEST COPY AVAILABLE

to mind when they think of the person? There are no right or wrong words. Participants take turns going around the circle until all thoughts have been expressed. Participants can pass if nothing comes to mind when it is their turn to supply a descriptor. When the list is complete, the facilitator asks certain people to identify the three words from the list that they feel best describe the individual. Frequently, family members and peers are asked to identify key descriptors.

What are the individual's strengths, gifts, and abilities?

So often when educational teams get together, they dwell upon the things that the individual cannot do, as opposed to identifying and building upon the strengths and abilities of the individual. The facilitator asks the participants to review the list describing the individual as a way to identify some of his or her strengths and unique gifts. In addition, they are instructed to think about what the individual can do, what he or she likes to do, and what he or she does well.

What are the individual's needs?

This question provides an opportunity for all the team members to identify needs from each of their unique perspectives. When the list of needs is complete, family, friends, and educators are asked to prioritize the identified needs.

What would the individual's ideal day at school look like and what must be done to make it happen?

MAPS is a process intended to assist teams to plan for the full integration of students with high needs into regular age-appropriate classes. Frequently, attention to this question begins by outlining a school day for same-age peers who do not have labels. Next, the team begins to develop strategies for meeting the needs identified in the previous question in the context of the regular education day. Finally, initial planning occurs for the supports needed to achieve successful integration. As learners reach middle and high school age, the ideal school day will include instruction in both regular education and a variety of community instruction sites (e.g., home, work sites, stores, and recreation settings).

MAPS . . . in a word

The last request by the facilitator provides an opportunity for feedback specifically related to the process itself and, as such, should always be included. The facilitator asks each person to describe, in one word, the MAPS process. The adjectives supplied by team members are usually very positive and affirming of the process and the time they have spent planning together. However, this is also an opportunity to share impressions or feelings that may not be completely positive. A regular class teacher once put forth the word "pressure" when asked to describe MAPS in a word and then went on to explain that she considered herself a 'Type A' personality and, as a result, was feeling that all of the wonderful ideas generated during the process should be implemented right away. This provided the opportunity for other team members to assure the teacher that it was not their intent for everything to be in place by the end of the week. Together the team immediately prioritized actions to be initiated, identified persons responsible, and established reasonable timelines for implementation.

Catherine's MAPS

An example of the MAPS planning process is provided here in an attempt to clarify and enrich the previous description of the process. Catherine is a 9-year-old child who attends a regular elementary school in a metropolitan school district. Catherine has received the majority of her educational program in a self-contained special education class. As part of a school district mini-grant project designed to increase the integration of students with severe disabilities into their school community, Catherine increased the time she spent with her third grade same-age peers in typical school settings. For the most part, this was the result of what Biklen (1987) describes as the "teacher deals approach" to integration. This approach typically involves a special education teacher establishing informal relationships with regular educators as a basis for increasing the inclusion of students with disabilities in regular class settings. Toward the end of the school year, Catherine's educational team committed itself to participation in the MAPS process in an effort to plan more systematically how to further Catherine's integration with her third grade peers. The process described here represents the team's initial formal attention to include Catherine in regular third grade life. Since this initial planning and subsequent implementation, much more has been done as the team learned together and saw positive outcomes for Catherine and her peers. Specifically, the conclusion reached by the majority of Catherine's team was that her needs were *not* being met most appropriately with a model of "partial" membership in the regular classroom. As a result, Catherine's team is now in the process of planning for her full membership in the regular classroom with individually designed special education support services provided in regular education environments. The MAPS process has generally been used with children who are established and full-time members of a regular class, and that certainly is the most desirable circumstance.

For Catherine's MAPS, the team included Catherine, her mom (Diane) and 10-year-old brother (John), three third grade friends (Jessica, Julie, Amy), her third grade classroom teacher (Metta), special education teacher (Mary), speech and language teacher (Rebecca), teach-

ing assistant (Carol), and occupational therapist (Sharon). The third grade teacher and peers already knew Catherine because of her involvement in some of their class activities throughout the school year. The facilitator and the team met after school on each of two days and worked their way through the questions that compose the MAPS process. The first planning session began by having everyone in attendance introduce themselves and state their relationship with Catherine. Name tags were used to help the facilitator and team members remember names. Following is a summary of the discussion and information generated related to Catherine for each specific question in the MAPS process.

What is Catherine's history?

Catherine's mom, Diane, identified the members of Catherine's family and then continued by sharing major events in Catherine's history. Catherine experienced a normal delivery and birth. At approximately 15 months she began losing some skills and was later diagnosed as having Rett Syndrome. Catherine went to a developmental achievement center when she was 18 months old, and Diane recalled how strange it seemed to be sending someone so young off to "school." When the time came for Catherine's transition to the public school system, Diane was advised by a number of people to send Catherine to the special school for students with severe disabilities so that she could receive the services necessary to meet her intensive needs. From Diane's perspective, the problem with that option was that the school served only students with disabilities. Diane wanted Catherine to be around regular education students so that she could learn from them and have the opportunity to get to know them. As a result of her convictions, Diane pursued alternative settings, and Catherine was placed in a self-contained special education class within a regular elementary school in her local school district.

What is your dream for Catherine as an adult?

Diane's dream for Catherine as an adult was to see her live with friends that she cared about and who cared about her. Catherine's friend Julie saw her doing math in sixth grade, and another friend Jessica was hoping that maybe they could be the friends that live with Catherine when she grows up. Rebecca, the speech teacher, envisioned Catherine in high school having the opportunity to go out after school for pizza with friends, selecting a song on the juke box, and placing her own order. John's dream for Catherine included a cure for Rett Syndrome and the two of them going to concerts and movies together. A consistent theme throughout the dream discussion was Catherine's involvement with family and peers who do not have disabilities.

What is your nightmare?

Diane's nightmare was that Catherine would be alone.

Who is Catherine?

Catherine's team generated an extensive list of descriptors: giggly, funny, endearing, charming, wiggly, drools, loved, sister, enjoyable, book lover, likes people, likes outdoors, chair tipper, likes to touch things, likes vegetables, salad, McDLTs, baked potatoes, bran, and applesauce, smiles, nice, shining eyes, Anne Murray fan, messy, excited, likes to be held, loving, beautiful, likes to look at faces, likes bright colors, likes to be read to, likes new clothes, and a friend.

What are Catherine's strengths, gifts, and abilities?

Catherine's planning team identified the following strengths, gifts, and abilities: touches faces in books, plays bongo drums, can walk, very social, which endears her to others, cooperative attitude, great personality, lets you know what she wants and likes, likes to tease, recognizes and remembers people, love of music, "holds" the guitar (will place her hand on the neck when assisted), has good friends, really tries, interested in a lot of things around her, spending quality time with third grade. (One of the most valuable aspects of the MAPS process is evident in reviewing the responses to this question and the previous questions, which reveal a positive view of the person and highly valued unique characteristics. Such a positive orientation assists in designing a hopeful future.)

What are Catherine's needs?

Because this was the last question that could be covered during the first MAPS session, the discussion was opened up for general response from all of those present, instead of going person by person. The list generated was then rewritten on a large sheet of paper and served as the starting point for the second meeting. At the next meeting, family, friends, and educators were asked to identify the needs from the list that they considered priorities and to add any needs they thought were missing. Beginning the second session in this fashion helped the group to focus on Catherine's needs and have them clearly in mind before addressing the next and final question about what Catherine's ideal day would look like. Priority needs identified by family members, friends, and educators are listed in Table 1. Other needs which were identified but not listed as priorities by any group included: (a) help with basic needs such as dressing and eating, (b) an advocate, (c) to do "Mousercize" (the friends explained that Mousercize was an activity in physical education class that would be good for Catherine because of the movement and that she would like it because of the music), and (d) a strong support system outside the family.

Table 1
Catherine's Priority Needs Identified by Family, Friends, and Educators

Family	Friends	Educators
For others to know she is not helpless Music and time to listen to it Affection To be with people To change environments and surroundings often Healthy foods	More friends Support to get more places and learn things there A lot of opportunity to walk and use her hands As an adult, to live in a small home with friends in a community where she is accepted Teachers to accept her To learn to hang onto the book when a friend is reading with her	More friends Support to get more places and learn things there A lot of opportunity to walk and use her hands Opportunity to let people know what she wants and a way to communicate that with more people To increase the opportunity and skill to make more choices Affection People to know how to: deal with her seizures, help her stand up, and accept and deal with her drooling

Table 2
Tuesday Morning Schedule for Catherine: Moving Toward the Ideal School Day

Time	Catherine's day (current)	3rd grade day (current)	Possibilities for change (proposed)
9:00–9:30	Take off coat Use restroom Adaptive P.E.	Pledge of Allegiance Seat work directions Spelling	Breakfast (could eat with nondisabled peers if school arrival coincided)
9:30–10:00	Breakfast Work on lip closure, holding the spoon, choosing objects she wants	Reading Group I Others do seat work, write stories, read silently	Switch center (in 3rd grade reading) Transition to center, reaching, touching picture, activating tape player
10:00–10:45	Switch center Transition to center, reaching, touching picture, activating tape player using microswitch (leisure activity)	Physical education (10:00–10:20) Mousercize, Exercise Express Use restroom Reading Group II (10:25–10:45)	Physical education (with 3rd grade) Skills related to maintaining ambulation and mobility (weight shifting, balance reactions, strength exercise) Cooperation with peer partner Rest time
10:45–11:10	Reading Group III (with 3rd grade) Makes transition to floor, responds to greeting from peer, reaches for peer's hand, holds onto book, looks at book, closes book, makes transition to standing	Reading Group III	Maintain current activity with 3rd grade
11:10–11:30	Library (with 3rd grade) Return book, choose book, look at it, check it out, return to class	Library	Maintain current activity with 3rd grade

What would Catherine's ideal day at school look like and what must be done to make it happen?

Because the MAPS sessions for Catherine occurred in late March and early April, the planning was viewed as merely an initial opportunity to begin creatively planning to meet Catherine's needs in regular education settings with her third grade peers. As was noted earlier, the initial planning resulted in only partial inclusion into the third grade. After one year of partial integration, however, the team consensus was that partial integration was not meeting Catherine's needs. Plans for full inclusion are now underway.

The initial planning, which resulted in only partial inclusion of Catherine with her third grade peers, was facilitated by delineating the activities engaged in by the third graders and those engaged in by Catherine during her school day. The two schedules of activities and the list of priority needs identified previously were displayed side by side. By doing so, brainstorming about how Catherine could have more of her needs met in the same settings as her third grade peers was facilitated. Table 2 presents a format for organizing the two schedules and developing a list of possible changes. Please note that time ran out for the second MAPS session before the entire school day could be addressed. With the activities of the third grade students during each

time period delineated, the team began to discuss ways for Catherine to participate in each activity, and initial goals and objectives were identified. After Catherine had a chance to participate in the third grade activities, the team was able to finalize priorities for instruction and develop instructional strategies. The instructional programs developed for Catherine in regular classes specified skills to be learned, antecedent instructional procedures, reinforcement and error correction procedures, and criteria for change in procedures. Data probes were carried out by the special education personnel on Catherine's team, including the speech and language teacher, occupational therapist, special education teacher, and teaching assistant. Adaptations in the form of personal assistance, materials adaptations, and changes in curricular goals for regular class activities were necessary for Catherine and are likely to be necessary to some extent for the inclusion and learning of each student with high needs in regular class settings.

The sheet of paper which depicted the priority needs for Catherine identified by her family, friends, and teachers was kept in view throughout the planning sessions. This provided a way for the group to validate suggested activities and to remember identified needs. In developing the day of possibilities for more inclusion with peers, identified needs were addressed:

1. for others to know that Catherine is not helpless
2. to be with people
3. for affection
4. to change environments and surroundings often
5. for more friends
6. for support to get more places and learn things there
7. to walk and use her hands
8. for teachers to accept her
9. to learn to hang onto a book when a friend is reading with her
10. to let people know what she wants and a way to communicate that with more people
11. to increase the opportunity and skill to make more choices
12. for others to learn how to deal with her seizures, help her stand up, and accept and deal with her drooling

The largest change made in Catherine's Tuesday morning schedule was a switch from physical education in an adaptive physical education class to attending a regular third grade physical education class in which the activity is movement to music. The third grade P.E. period is 20 min long and occurs 5 days a week. This class was considered a particularly good match for Catherine because she thoroughly enjoys music and needs to have a lot of opportunities to move. The occupational therapist agreed to make time in her schedule to go to P.E. with Catherine 3 times each week to assist in the development of an exercise routine for Catherine that would meet her physical needs. It was also decided that a classroom assistant would learn the routine from the occupational therapist and be available to provide support on the other 2 days. The third grade teacher added P.E. Assistant to the list of classroom honors, so that there would be a peer partner for Catherine during P.E. who would act as a mentor for her during that time.

For reading class, the speech therapist agreed to assess the possibility of using a switch to activate music or a storybook tape in the third grade classroom while the first reading group is in session and the other children are doing seatwork, silent reading, or writing. Catherine and a peer could use headphones to listen to the tapes, and the peer could help Catherine to activate the switch to maintain the activity. In addition to the needs addressed by the activity of learning to activate a switch (music and time to listen to it, use of her hands, opportunity to let people know what she wants, opportunity and skill to make more choices), instruction on this activity in the third grade would address additional needs (i.e., the opportunity for Catherine to be with more people and to gain more friends, for others to learn that Catherine is not helpless, to learn how to deal with her seizures, help her stand up, and accept and deal with her drooling).

MAPS . . . in a word

The last request of the facilitator was to ask everyone to describe in a word what they thought of the MAPS process. The following list of descriptors was generated: fun, creative, exciting, radical, awesome, overwhelming, fantastic, joyful, great, helpful, enthusiastic, cooperative, enlightening, and hopeful. Use of the words radical and overwhelming in this context need clarification. Radical was the word supplied by Catherine's 10-year-old brother John. It was not intended to convey "revolutionary" or "extreme" as defined in the dictionary, but rather, "excellent," "terrific," "great." Overwhelming was the word supplied by Catherine's mom. Her intention was not to convey a sense of the dream being too large and unrealistic, but, rather, a sense of overpowering understanding, love, and commitment by all members of the team to Catherine and her right and ability to be an important member of her school community.

MAPS Modifications for a Secondary Age Student

There are both programmatic and logistical differences between elementary and secondary schooling which result in several modifications of the MAPS process. Programmatically, students with disabilities begin spending part of their school day in off-campus community instructional sites (e.g., stores, work sites),

Furthermore, increasing emphasis is placed on transition to adulthood. Logistical changes result from the regular education departmentalization by curricular areas instead of by grades. Students change classes and teachers every period of the day instead of remaining largely in one class with one teacher and a constant set of classmates. Two practical implications of these changes from elementary to secondary programs for MAPS are (a) determining which regular education teachers and classmates should be involved in the MAPS process and (b) planning for participation in both regular classes and community instructional sites, with an increasing focus on transition to adulthood.

The time of year during which MAPS occurs and the ways in which specific regular educators have been involved with the student will influence who participates. If MAPS planning occurs in the spring of the year, planning will focus in part on the next school year's educational program, as well as on developing a vision for transition to adulthood. To participate in the discussion regarding the student's gifts, strengths, talents, and needs, regular educators must have some history of interaction with the student. Teachers who have had the student in their classes, therefore, would be invited. To assist in selecting and planning for involvement in future regular classes, knowledge of regular education course offerings is required. The student's grade level dean, counselor, or assistant principal might be involved for this purpose. It is often difficult to schedule MAPS so all the regular educators involved with the student can participate. Scheduling must allow those who have taken a special interest in the student to be included.

For students with disabilities who have grown up and attended regular classes with classmates who do not have disabilities throughout their elementary years, determining which of the peers should be involved in MAPS is easy. By the time they reach secondary school, friendships already have been established. For students whose inclusion in regular classes and school life is just beginning at the secondary level, identifying peers to be involved is more difficult. The relationships established among elementary students that frequently are sustained through secondary years do not exist for students with disabilities who were not integrated during elementary years. Particularly in these situations, the MAPS process should be scheduled only after the student with disabilities has been a regular class member for at least several weeks. This will allow peers who take an interest in the student to be identified. Another consideration in determining peers for involvement, at both elementary and secondary levels, is to identify neighborhood peers.

Given the increased emphasis on community-based instruction at the secondary level and on transition planning to adulthood, the following question modifications based on the Personal Future's Planning model have been used (Mount, 1987; Mount & Zwernik, 1988). In responding to the "dreams" question, part of the discussion can be directed at developing a vision of life in early adulthood by asking: At age 21, where will the individual live and work? What will these places be like? What will he or she do there? What community places will he or she use? Who will he or she spend time with? As students near age 18, the final question of the MAPS process can be modified to ask: What would the individual's ideal day look like? MAPS participants can outline a day in the life of the person after graduation. The purpose of these modifications is to structure the discussion to create a vision of an integrated life in adulthood which can serve as the basis for identifying priorities to address in the remaining years of public school education. The resulting plan for a secondary age student is a school day which includes instruction in both regular class and community environments. This is in contrast to planning for elementary students in which the result is typically a school day of full inclusion in regular classes with classmates without disabilities. The longitudinal proximity to a relatively constant group of classmates during the elementary years should facilitate the development of stable relationships in secondary years.

Portions of a MAPS session for Ed, a secondary age student, using the modifications described above, are provided in Table 3. Only the modified sections are included. Table 4 presents a projected day for Ed postgraduation. There were several interesting outcomes of this process. First, the initial discussion related to "Where will Ed live?" focused on remaining at home with his family. As the discussion progressed, the vision changed to focus on living in a supported apartment complex that has a variety of leisure facilities. Second, in brainstorming employment possibilities, the initial discussion centered on service industry options that were considered current realities and then shifted to a focus on work that capitalized on Ed's interests and strengths. As a result, jobs involving caring for animals or delivering mail in a large office building, which matched Ed's love of animals and his pleasant and social nature, were considered. Finally, after outlining a day in Ed's life postgraduation, team members remarked that priority instructional environments and activities could be identified easily from the outlined day and from other information generated during the MAPS session. They also felt hopeful and inspired about the "nice life" that Ed could continue to lead.

Although the MAPS process has resulted in many positive outcomes for children with disabilities and their friends, families, and educational team members, numerous questions have been raised related to the pragmatics of implementation and the need to empirically validate, socially and educationally, both short- and long-term outcomes.

Table 3
The Dream for Ed as an Adult

Where will Ed live? . . . What will it be like?
Living at home with his family
Thinking about alternative living arrangements
Spend weekends and summers away from family
Living at home—possibly having his own area within parents' home, maybe with a roommate (e.g., apartment in basement)
Living close to his family
Friends will visit and he will visit others
More independence
Close to shopping area
On a bus line
Close to recreation/leisure areas
Has a pet
Apartment with complete facilities: swimming, food service hobbies, recreation, etc.
Where will Ed work? . . . What will it be like?
Washing dishes—loading/unloading dishwasher
Zoo—take care of animals
Cleaning business (motels, apartments)
Lots of people around—lots of action, activity going on
Co-workers to assist . . . work as a member of a team
Close to bus line
Car pool member
Action job. Somewhere he can move around, possibly outside (e.g., deliver newspapers or deliver mail in office building)
Day care center
A job with routine
Large company
What community environments will Ed use?
YMCA recreation areas
Health club
Community education . . . after work activities
Church social groups
Public transportation
Pizza place
Dances
Cattle company
Kellogg club
Fast-food restaurants
Shopping areas
Laundromat
Sporting events—Twins games
State fair
Who will Ed be around?
Co-workers
Friends the same age
Family
Neighbors
Opportunities for dating
Support staff
Salespeople, waitresses, waiters
Club members/staff
Roommate
Sports team—co-ed league
Strangers
Supervisor

MAPS and IEPs

When considering use of the MAPS process, teams frequently ask: "How does MAPS relate to an environmentally referenced approach to Individualized Educational Plan (IEP) development?" The MAPS process complements IEP development in at least two ways. First, in most instances, engaging in the process results in a clearer sense of mission and a greater sense of teamwork. Collaborative teamwork facilitates well designed and implemented IEPs. Second, the MAPS process is particularly useful in assisting teams to identify priority environments and activities and to identify student needs that can be addressed in those settings. An environmentally referenced curricular approach (Brown et al., 1979; Falvey, 1986; Nietupski & Hamre-Nietupski, 1987) is merely expanded to include referencing regular education environments and activities, in addition to domestic, recreation/leisure, community, and vocational environments. Traditionally, the community domain has been defined in terms of general community functioning such as participation in stores, restaurants, banks, post offices, and other service environments. If an individual is of school age, however, the primary community environment is the school. The community domain, therefore, might be better conceptualized as consisting of two principal divisions, the general community and the school community. Learner participation in both the general and school communities must receive attention in the IEP development and implementation process. Part of the MAPS process delineates regular school environments and activities. Specific IEP goals and objectives are derived from assessing the abilities of the student in regular classes and other typical school and community environments. See York and Vandercook (in press) for a strategy that can be used in designing an integrated education through the IEP process. Included are specific examples of skills targeted for instruction in regular classes and related IEP goals and objectives.

Another frequent inquiry is: How often do we do MAPS, especially since it takes so long? A logical time to use the MAPS process is as part of required 3-year re-evaluations or, at the very least, at crucial transition points in each learner's educational career (e.g., preschool to elementary school, middle to high school, high school to adulthood).

Future Directions

The MAPS process has been used by the authors and their associates with over 200 school-age children with moderate to profound disabilities in 50 school communities. To date, the outcomes delineated with regard to MAPS planning has been anecdotal in nature. An empirical basis for the educational validity of the MAPS process has yet to be established. Factors that warrant study include (a) the utility of the process from the perspective of various team members (i.e., parents, administrators, classroom teachers, special education teachers, related services personnel, and classmates); (b)

BEST COPY AVAILABLE

Table 4
An Ideal Day in Ed's Life at Age 21

What will Ed's weekdays look like?

Ed lives in a high rise apartment building with a roommate and a pet bird. He has a job as a courier in a company. He has an overseer.

MONDAY	
6:30–7:00	Gets up to first alarm
	Showers/grooms, "mousses" his hair
	Dresses in the clothes he chose the night before
	Takes his medication
7:00	Prepares breakfast for himself
	Eats, listens to radio (music)
	Cleans up kitchen, loads dishwasher
	Feeds the pet
	Brushes his teeth
	Gets ready for work
	Gets his money
7:30	Takes the elevator to lobby
	Goes to bus stop
	Meets a friend to ride with
7:40	Boards bus
8:00	Starts work
	Makes rounds as courier (delivering mail) with co-worker
	Greets people
10:00–10:15	Break
	"Talks" to people in break room
	Gets refreshments
	Uses bathroom
10:15–12:00	Back at work—same routine
12:00–12:30	Lunch break
	Goes to restroom (cleans up for lunch)
	Goes to cafeteria to purchase his lunch
	Eats with a group of people (not the same everyday)
	Goes for a walk
	Makes plans for evenings with friends
	Stops in restroom
12:30–2:00	Back to work
2:00–2:15	Break
	Stops in restroom
	Joins co-workers
	Looks at magazine, newspapers (sports page)
2:15–4:00	Back to work
4:00–4:30	Gets ready to go home
	Goes to the restroom
	Goes to the bus stop
5:00–6:00	Arrives at home
	Prepares supper with roommate
	Does chores—vacuums, makes bed, and so on
6:00–6:30	Eats supper
6:30	Cleans kitchen
	Watches TV, listens to radio
7:00–9:00	Plays in softball game with people from work
	Dad is the coach
	Family is there to watch and cheer
9:00–9:30	Partakes of refreshments with team members (no coach)
9:30–10:30	Rides home with a friend
	Calls mom ("checks in")
	Chooses clothes for next day
	Grooms
	Says his prayers
	Covers the bird cage
	Watches the news, listens for weather report
10:30	Goes to bed
	Sets alarm

"What a Nice Life"

short-term impact in the school and general community; and (c) long-term impact such as longitudinal relationships with peers and participation in typical school and community activities.

Summary

For integrated education to be successful, several aspects of current educational services will necessarily change. Special education personnel and resources will change the focus of their service from one of educating children in separate environments to one of providing support and instruction in regular classrooms and other typical school environments. Regular educators will begin to include all children in their classes. Administrators will provide leadership and support building personnel to build integrated school communities in which collaborative teamwork develops among all educators.

MAPS is an affirmative process that capitalizes on the resources of classmates without disabilities and on family members and educational service providers to plan for the inclusion of children and youth with disabilities into regular school life. The process can assist regular and special educators to merge resources in the quest to build integrated school communities of benefit to all. MAPS is not intended to be beneficial only for those students with high needs. All children benefit by learning together. Learning to accept and value diversity is a lesson that all members of the school community must learn if we truly want our communities to be places where each individual is valued and belongs. We believe preliminary implementation of the process has yielded many positive outcomes. Continued use, refinement, and study of the process will yield valuable information regarding the pragmatics of implementation in educational systems and long-term outcomes for individuals with disabilities.

References

Association for Retarded Citizens Suburban. (1988). *Strategic plan for ARC Suburban.* Burnsville, MN.

Biklen, D. (1987). In pursuit of integration. In M. S. Berres & P. Knoblock (Eds.), *Program models for mainstreaming*

Integrating students with moderate to severe disabilities (pp. 19–39). Rockville, MD: Aspen.

Brown, L., Branston, M. B., Hamre-Nietupski, S., Pumpian, I., Certo, N., & Gruenewald, L. (1979). A strategy for developing chronological age appropriate and functional curricular content for severely handicapped adolescents and young adults. *Journal of Special Education, 13*(1), 81–90.

Edgerton, R. B. (1967). *The cloak of competence: Stigmas in the lives of the mentally retarded.* Berkeley: University of California Press.

Erickson, K. T. (1976). *Everything in its path: Destruction of community in the Buffalo Creek flood.* New York: Simon & Schuster.

Falvey, M. (1986). *Community-based curriculum: Instructional strategies for students with severe handicaps.* Baltimore: Paul H. Brookes.

Forest, M. (Ed.). (1987). *More education/integration.* Downsview, Ontario: G. Allan Roeher Institute.

Forest, M., & Lusthaus, E. (1987). The kaleidoscope. Challenge to the cascade. In M. Forest (Ed.), *More Education/Integration* (pp. 1–16). Downsview, Ontario: G. Allan Roeher Institute.

Goodnow, J. J. (1984). Some lifelong everyday forms of intelligent behavior: Organizing and reorganizing. In R. Sternberg & R. Wagner (Eds.), *Practical intelligence: Origins of competence in the everyday world* (pp. 143–162). Cambridge, MA: Cambridge University Press.

Hammill, D. D., & Bartel, N. R. (Eds.). (1975). *Teaching children with learning and behavior problems.* Boston: Allyn and Bacon.

Hartup, W. W. (1985). Relationships and their significance in cognitive development. In R. A. Hinde, J. Stevenson-Hinde, & A. N. Perret-Clermont (Eds.), *Social relationships and cognitive development* (pp. 66–82). New York: Oxford University Press.

Johnson, R. F., & Meyer, L. (1985). Program design and research to normalize peer interactions. In M. P. Brady & P. L. Gunter (Eds.), *Integrating moderately and severely handicapped learners* (pp. 79–101). Springfield, IL: Charles C Thomas.

Lewis, M. (1982). The social network systems model: Toward a theory of social development. In T. M. Fields, A. Huston, H. C. Quay, L. Trowl, & E. Finely (Eds.), *A review of human development* (pp. 180–214). New York: Wiley Interscience.

McCord, W. T. (1983). The outcome of normalization: Strengthened bonds between handicapped persons and their communities. *Education and Training of the Mentally Retarded, 18,* 153–157.

Meyer, L. H., McQuarter, R. J., & Kishi, G. S. (1985). Assessing and teaching social interaction skills. In S. Stainbeck & W. Stainback (Eds.), *Integration of students with severe handicaps into regular schools* (pp. 66–86). Reston, VA: The Council for Exceptional Children.

Morreau, F. A., Novak, A. R., & Sigelman, C. K. (1980). Physical and social integration of developmentally disabled individuals into the community. In A. R. Novak & L. W. Heal (Eds.), *Integration of developmentally disabled individuals into the community* (pp. 91–103). Baltimore: Paul H. Brookes.

Mount, B. (1987). Personal futures planning: Finding directions for change (Doctoral dissertation, University of Georgia). Ann Arbor, MI: *UMI Dissertation Information Service.*

Mount, B., & Zwernik, K. (1988). *It's never too early, it's never too late.* St. Paul, MN: Metropolitan Council. Publication No. 421-88-109.

Nietupski, J. A., & Hamre-Nietupski, S. M. (1987). An ecological approach to curriculum development. In L. Goetz, D. Guess, & K. Stremel-Campbell (Eds.), *Innovative program design for individuals with dual sensory impairments* (pp. 225–253). Baltimore: Paul H. Brookes.

O'Brien, J. (1987). A guide to life-style planning. In B. Wilcox & G. T. Bellamy (Eds.), *A comprehensive guide to The Activities Catalog.* Baltimore: Paul H. Brookes.

O'Brien, J., & Lyle, C. (1987). *Framework for accomplishment.* Decatur, GA: Responsive Systems Associates.

Salvia, J., & Ysseldyke, J. E. (1985). *Assessment in special and remedial education.* Boston: Houghton Mifflin.

Strully, J., & Strully, C. (1985). Friendship and our children. *Journal of The Association for Persons with Severe Handicaps, 10,* 224–227.

York, J., & Vandercook, T. (in press). Designing an integrated education learners with severe disabilities through the IEP process. *Teaching Exceptional Children.*

Received: November 28, 1988
Final Acceptance: June 21, 1989
Editor in Charge: Robert H. Horner

INCLUDING STUDENTS WITH DISABILITIES: SOME FACTORS TO CONSIDER

by

Janet Duncan

INCLUDING STUDENTS WITH DISABILITIES:

SOME FACTORS TO CONSIDER

by

Janet Duncan[1]

The effort to create inclusive education requires the support of many people, working from all different directions. There are many things to consider, each of which builds on the other. Below is a list of those things that seem to be critical in this process.

***A CLASSROOM STRUCTURE THAT IS INCLUSIVE**

The students are working together in groups, helping each other accomplish the tasks at hand. Peers are willing to help the student who has a disability contribute to the class.

***ADMINISTRATIVE LEADERSHIP**

There is support at a building level as well as district level to promote inclusion and acceptance of ALL students. The philosophy of full inclusion is stated and implied by the administrators.

***A MECHANISM FOR DEVELOPING EXPERTISE AND COMMITMENT**

Ongoing professional development and a willingness to try new approaches is a key factor. Learning from other school districts and sharing the knowledge from within enhances the overall effectiveness of inclusive schools.

---

[1]This section was based on a panel discussion which included Alison Ford, Linda Davern, Roberta Schnorr, and Barbara Ayres, held in Syracuse, 1989.

***HOME AND SCHOOL PARTNERSHIP**

Schools that invite involvement from home-school associations are promoting an atmosphere of inclusion within the community as well. Schools that are inclusive will help to promote full inclusion in the community as well.

***AN ACCOMMODATING CURRICULUM**

The emphasis for curriculum development is individualization for each student. Students are placed in regular classrooms, and their needs are incorporated into the daily rhythm of the classroom.

***A FOCUS ON FRIENDSHIPS AND PEER SUPPORTS**

All students help and support each other in an inclusive classroom. Friendships are promoted and supported in a meaningful, natural way.

***INTEGRATED SUPPORT SERVICES**

Supports are provided to each student as they need it, within the classroom. Therapists work collaboratively with the teaching staff to incorporate therapeutic goals into educational goals.

***FLEXIBLE SUPPORTS (FOR STUDENTS AND TEACHERS)**

All supports should be as natural as possible, keeping in mind the needs of the individual. Flexibility enables systems to respond to the actual needs of the student and teacher rather than imposing a predetermined level of support.

***BUILDING-LEVEL PROBLEM SOLVING: A TEAM APPROACH**

Figuring out solutions to your own problems within the setting can be the mandate of a team on site. Sharing the concern with others in a cooperative atmosphere will lead to creative solutions.

***SHARED OWNERSHIP AMONG SPECIAL AND REGULAR EDUCATORS**

The students are no longer viewed as "mine" or "yours," rather, the teachers work with all students in a collaborative sense. The special educators and the regular educators establish programs for students who have disabilities in consultation with each other.

***ENVIRONMENTAL ACCOMMODATIONS**

The buildings and classrooms are accessible with ramps and elevators as a prerequisite; there may also be less obvious changes. Examples include bus accommodations for class field trips, seating arrangements within the class, to name a few.

All of these factors contribute to our understanding of what a healthy, inclusive educational setting looks like for students who disabilities. There is no one way that is the "correct" way; each school is as diverse as the next. However, when the above-mentioned ingredients are incorporated in some way, you can count on the fact that this must be a good place for all students to learn and grow together.

PART II
BIBLIOGRAPHY
ON
INCLUSIVE EDUCATION

BIBLIOGRAPHY ON INTEGRATED EDUCATION

1. ADMINISTRATIVE LEADERSHIP

Biklen, D. (1985). Achieving the complete school. Strategies for effective mainstreaming. New York, NY: Teachers College Press.

Flynn, G. J. (1988, May). Quality education: Community or custody. ARCHtype Newsletter, 3-5.

Flynn, G., & Kowalczyk-McPhee, B. (1989). A school system in transition. In S. Stainback, W. Stainback, & M. Forest (Eds.), Educating all students in the mainstream of regular education (pp. 29-42). Baltimore: Paul H. Brookes.

Frazita, R. F., & Iannaccone, C. J. (1987, February). How to work with parents and teachers to mainstream special students. Tips for Principals.

Ganschow, L., Weber, D. B., & Davis, M. (1984). Preservice teacher preparation for mainstreaming. Exceptional Children, 51, 74-76.

Greenburg, D. (1987). A special educator's perspective on interfacing special and general education: A review for administrators. Reston, VA: The Council for Exceptional Children.

Jewell, J. (1985). One school's search for excellence. Teaching Exceptional Children, 17, 140-144.

Lipsky, D., & Gartner, A. (1989). Building the future. In D. Lipsky & A. Gartner (Eds.), Beyond separate education: Quality education for all (pp. 255-295). Baltimore: Paul H. Brookes Publishing Co.

Lipsky, D., & Gartner, A. (1989). The current situation. In D. Lipsky & A. Gartner (Eds.), Beyond separate education: Quality education for all (pp. 3-24). Baltimore: Paul H. Brookes Publishing Co.

Lilly, M. S. (1988). The regular education initiative: A force for change in general and special education. Education and Training in Mental Retardation, 23, 253-260.

PACER Center, Inc. (1988, January). Good school principals: A key principle in integration. PACESETTER, 1-2.

PACER Center, Inc. (1989, January). School principals talk about integration. PACESETTER, 16-17.

Perner, D. (1991). Leading the way: The role of school administrators in integration. In G. L. Porter & D. Richler (Eds.), Changing Canadian schools: Perspectives on disability and inclusion North York, Ontario, Canada: The Roeher Institute.

Reynolds, M. C., Wang, M. C., & Walberg, H. J. (1987). The necessary restructuring of special and regular education. Exceptional Children, 53(5), 391-398.

Schattman, R. (1992). Step by step: A system's evolution toward inclusion. In R. Villa, J. Thousand, W. Stainback, & S. Stainback (Eds.), Restructuring for caring and effective education: An administrative guide to creating heterogeneous schools (pp. 143-160). Baltimore: Paul H. Brookes Publishing Co.

Stainback, G. H., Stainback, W. C., & Stainback, S. B. (1988). Superintendents' attitudes toward integration. Education and Training in Mental Retardation, 23(2), 92-96.

Stetson, F. (1984). Critical factors that facilitate integration: A theory of administrative responsibility. In N. Certo, N. Haring, & R. York (Eds.), Public school integration of severely handicapped students: Rational issues and progressive alternatives (pp. 65-81). Baltimore: Paul H. Brookes Publishing Co.

Villa, R., & Thousand, J. (1990). Administrative supports to promote inclusive schooling. In W. Stainback & S. Stainback (Eds.), Support networks for inclusive schooling: Interdependent integrated education (pp. 201-218). Baltimore: Paul H. Brookes Publishing Co.

Villa, R. A., Thousand, J. S., Stainback, W., & Stainback S. (Eds.) (1992). Restructuring for caring & effective education: An administrative guide to creating heterogeneous schools. Baltimore: Paul H. Brookes Publishing Co.

Wang, M. C., Vaughan, E. D., & Dytman, J. A. (1985). Staff development: A key ingredient of effective mainstreaming. Teaching Exceptional Children, 17(2), 112-121.

2. TEAM APPROACH

Affeck, J. Q., Madge, S., Adams, A., & Lowenbraun, S. (1988). Integrated classroom versus resource model: Academic viability and effectiveness. Exceptional Children, 54(4), 339-348.

Andersen, M., Nelson, L. R., Fox, R. G., & Gruber, S. E. (1988). Integrating cooperative learning and structure learning: Effective approaches to teaching social skills. Focus on Exceptional Children, 20(9), 1-8.

Bickel, W. E., & Bickel, D. D. (1986). Effective schools, classrooms, and instruction: Implications for special education. Exceptional Children, 52(6), 489-500.

Chalfant, J. C., VanDusen Psych, M., & Moultrie, R. (1979). Teacher assistance teams: A model for within-building problem solving. Learning Disability Quarterly, 2, 85-96.

Ferguson, D. (1990). Building team consensus. Eugene, OR: University of Oregon, Specialized Training Program.

Goodman, L. (1985). The effective schools movement and special education. Teaching Exceptional Children, 17, 102-105.

Hummel, J. W., Dwortet, D., & Walsh, M. (1986). Exceptional students in regular classrooms: Teacher attitudes and teacher inservice needs. Canadian Journal for Exceptional Children, 2(1), 14-17.

Johnson, D., & Johnson, R. (1987). Joining together: Group theory and group skills. Englewood Cliffs, NJ: Prentice-Hall.

Johnson, R. T., & Johnson, D. W. (1983). Effects of cooperative, competitive, and individualistic learning experiences on social development. Exceptional Children, 49, 323-330.

Mackenzie, D. E. (1983, April). Research for school improvement: An appraisal of some recent trends. Educational Researcher, 5-17.

Peterson, D., Albert, S. S., Foxworth, A. M., Cox, L. S., & Tilley, B. K. (1985). Effective schools for all students: Current efforts and future directions. Teaching Exceptional Children, 17, 106-110.

Porter, G. (1988). The method and resource teacher: A collaborative consultant model (pp. 1-40). Unpublished manuscript.

Pukekohe, J. I. (1986). Do the preparatory work - and mainstreaming works well. I.H. Review, 24(2/3), 8.

Schniedewind, N., & Salend, S. J. (1987). Cooperative learning works. Teaching Exceptional Children, 19(2), 22-25.

Slavin, R. (1984). Team assisted individualization: Cooperative learning and individualized instruction in the mainstreaming classroom. RASE, 5(6), 33-42.

Thousand, J. S., Fox, T. J., Reid, R., Godek, Z., & Wes, W. (1986). The HomeComing Model: Educating students who present intensive educational challenges with regular education environments. In The HomeComing Project Center for Developmental Disabilities (pp. 6-69).

Thousand, J. S., & Villa, R. A. (1989). Enhancing success in heterogeneous schools. In S. Stainback, W. Stainback, & M. Forest (Eds.), Educating all students in the mainstream of regular education (pp. 89-103). Baltimore: Paul H. Brookes Publishing Co.

Thousand, J., & Villa, R. (1992). Sharing expertise and responsibilities through teaching teams. In W. Stainback & S. Stainback (Eds.), Support systems for inclusive schooling: Interdependent integrated education (pp. 151-166). Baltimore: Paul H. Brookes Publishing Co.

Vandercook, T., & York, J. (1992). A team approach to program development and support. In W. Stainback & S. Stainback (Eds.), Support systems for inclusive schooling: Interdependent integrated education (pp. 95-122). Baltimore: Paul H. Brookes Publishing Co.

Villa, R., & Thousand, J. (1988). Enhancing success in heterogeneous classrooms and schools: The powers of partnership. Teacher Education and Special Education, 11(4), 144-154.

Wang, M. C., & Birch, J. W. (1984). Effective special education in regular classes. Exceptional Children, 50, 391-398.

3. AN ACCOMMODATING CURRICULUM

Brandekamp, S. (Ed.). (n.d.). Developmentally appropriate practice in early childhood programs serving children from birth through age 8. Washington, DC: National Association for the Education of Young Children.

Brinker, R. P., & Thorpe, M. E. (1984). Integration of severely handicapped students and the proportion of IEP objectives achieved. Exceptional Children, 51(2), 168-175.

Brown, L., Branston, M. B., Hamre-Nietupski, S., Pumpian, I., Certo, N., & Gruenewald, L. (1979). A strategy for developing chronological age appropriate and functional curricular content for severely handicapped adolescents and young adults. Journal of Special Education, 13, 81-90.

Brown, L., Nietupski, J., & Hamre-Nietupski, S. (1976). Criterion of ultimate functioning. In M. A. Thomas (Ed.), Hey, don't forget about me! (pp. 2-15). Reston, VA: Council for Exceptional Children.

Calberg, C., & Kavale, K. (1980). The efficacy of special versus regular class placement for exceptional children: A meta-analysis. The Journal of Special Education, 14(3), 295-309.

Conn-Powers, M., Ross-Allen, J., & Holburn, S. (1987). Transitioning young children with handicaps into the local elementary school mainstream. The Decision Maker, Fall, 4.

Ford, A., & Davern, L. (1989). Moving forward with school integration: Strategies for involving students with severe handicaps in the life of the school. In R. Gaylord-Ross (Ed.), Integration strategies for persons with handicaps (pp. 11-31). Baltimore: Paul H. Brookes Publishing Co.

Ford, A., Schnorr, R., Meyer, L., Black, J., & Dempsey, P. (Eds.). (1989). The Syracuse community-referenced curriculum guide for students with moderate and severe disabilities. Baltimore: Paul H. Brookes Publishing Co.

Giangreco, M. F., Cloninger, C. J., & Iverson, V. S. (1993). Choosing options and accommodations for children: A guide to planning. Baltimore: Paul H. Brookes Publishing Co.

Giangreco, M. F., & Meyer, L. H. (1988). Expanding service delivery options in regular schools and classrooms for students with severe disabilities. In Alternative educational delivery system (pp. 21-47).

Hamre-Nietupski, S., Ayres, B., Nietupski, J., Savage, M., Mitchell, B., & Bramman, H. (1989). Enhancing integration of students with severe disabilities through curricular infusion: A general/special educator partnership. Education and Training in Mental Retardation, 24, 78-88.

Johnson, D. W., & Johnson, R. T. (1986). Mainstreaming and cooperative learning strategies. Exceptional Children, 52(6), 553-561.

Johnson, D. W., & Johnson, R. T. (1989). Cooperative learning and mainstreaming. In R. Gaylord-Ross (Ed.), Integration strategies for students with handicaps (pp. 233-248). Baltimore: Paul H. Brookes Publishing Co.

Johnson, D. W., Johnson, R., Holubec, E., & Roy, P. (1984). Circles of learning. Alexandria, VA: The Association for Supervision and Curriculum Development. (For additional resources on cooperative learning write to: Interaction Book Co., 7208 Cornelia Drive, Edina, MN 55435)

Jorgenson, C., Rudy, C., Powers, S., Schuh, M., & Tashie, C. (1991). Curriculum modification ideas. Durham, NH: Institute on Disability/University Affiliated Program, University of New Hampshire.

Little, D. M. (1985). A crime against childhood - Uniform, curriculum at a uniform rate: Mainstreaming, re-examined and redefined. Canadian Journal of Special Education, 2(1), 91-107.

Little, D. M. (1988). The redefinition of special education: Special-ordinary education...individualized and personalized in the regular class. Education Canada, 28(1), 36-43.

Malicky, G., & Norman, C. (1988). Whole language: Applications to special education. Canadian Journal of English Language Arts, 11(3), 18-25.

Margolis, H., & McGettigan, J. (1988). Managing resistance to instructional modifications in mainstreamed environments. RASE, 9(4), 15-21.

McDonnell, J. J., Horner, R. H., & Williams, J. A. (1984). Comparison of three strategies for teaching generalized grocery purchasing to high school students with severe handicaps. Journal of The Association for Persons with Severe Handicaps, 9, 73-78.

PEAK Parent Center, Inc. (1988). PEAK talks to Mary Falvey about community-based instruction. Speakout, 4(1), 7-8.

Rosenketter, S., & Fowler, S. (1986). Teaching mainstreamed children to manage daily transitions. Teaching Exceptional Children, 19, 20-23.

Schnorr, R., Ford, A., Davern, L., Park-Lee, S., & Meyer, L. (Eds.). (1989). The Syracuse curriculum revision manual: A group process for developing a community-referenced curriculum guide. Baltimore: Paul H. Brookes Publishing Co.

Slavin, R. E. (1987). Ability grouping and student achievement in elementary schools: A best evidence synthesis. Review of Educational Research, 57, 293-336.

Slavin, R. E., Madden, N. A., & Leavey, M. (1984). Effects of cooperative learning and individualized instruction on mainstreamed students. Exceptional Children, 50(4), 434-442.

Stainback, S. B., & Stainback, W. C. (1989). Classroom organization for diversity among students. In D. Biklen, D. Ferguson, & A. Ford (Eds.), Schooling and disability: Eighty-eighth yearbook of the National Society for the Study of Education, Part II (pp. 195-207). Chicago: University of Chicago Press.

Stainback, S., Stainback, W., Courtnage, L., & Jaben, T. (1985). Facilitating mainstreaming by modifying the mainstream. Exceptional Children, 52, 144-152.

Turnbull, K., & Bronicki, G. (1989). Children can teach other children. Teaching Exceptional Children, 21, 64-65.

Vandercook, T., York, J., & Forest, M. (1989). McGill Action Planning System: A strategy for building the vision. Journal of The Association for Persons with Severe Handicaps, 14(3), 205-215.

Vandercook, T., York, J., & Mutuszuk, P. (1988). Integrated education for learners with severe disabilities. Print and Media Resources.

Villa, R., & Thousand, J. (1988). Enhancing success in heterogeneous classrooms and schools: The powers of partnership. Teacher Education and Special Education, 11(4), 144-154.

York, J., & Vandercook, T. (in press). Designing an integrated education for learners with severe disabilities through the IEP process. Teaching Exceptional Children.

4. FRIENDSHIPS AND PEER SUPPORTS

Acton, H. M., & Zarbatany, L. (1988). Interaction and performance within cooperative groups: Effects on nonhandicapped students' attitudes toward their mildly mentally retarded peers. American Journal on Mental Retardation, 93(1), 16-23.

Brady, M. P., McEvoy, M. A., Gunter, P., Shores, R. E., & Fox, J. J. (1984). Considerations for socially integrating school environments for severely handicapped students. Education and Training of the Mentally Retarded, 19, 246-253.

Brady, M. P., Shores, R. E., Gunter, P., McEvoy, M. A., Fox, J. J., & White, C. (1984). Generalization of an adolescent's social interaction behavior via multiple peers in a classroom setting. Journal of The Association for Persons with Severe Handicaps, 9, 278-286.

Brinker, R. P. (1985). Interactions between severely mentally retarded students and other students in integrated and segregated public school settings. American Journal of Mental Deficiency, 89(6), 587-593.

Buswell, B.E. (1989). A workshop on friendship - Building strategies. Colorado Springs: PEAK Parent Center, Inc.

Donaldson, J. (1980). Changing attitudes toward handicapped persons: A review and analysis of research. Exceptional Children, 46, 504-514.

Donder, D., & Nietupski, J. (1981). Nonhandicapped adolescents teaching playground skills to their mentally retarded peers: Toward a less restrictive middle school environment. Education and Training of the Mentally Retarded, 16, 270-276.

Egel, A. L., Richman, G. S., & Koegel, R. L. (1981). Normal peer models and autistic children's learning. Journal of Applied Behavior Analysis, 1, 3-12.

Fenrick, N. J., & Petersen, T. K. (1984). Developing positive changes in attitudes towards moderately/severely handicapped students through a peer tutoring program. Education and Training of the Mentally Retarded, 19, 83-90.

Forest, M. (Ed.). (1987). More education/integration: A further collection of readings on the integration of children with mental handicaps into regular school systems. Downsview, Ontario: The G. Allan Roeher Institute.

Forest, M. (1989). It's about relationships. Toronto: Frontier College Press.

Forest, M., & Lusthaus, E. (1989). Promoting educational equality for all students: Circle and maps. In S. Stainback, W. Stainback, & M. Forest (Eds.), Educating all students in the mainstream of regular education (pp. 43-57). Baltimore: Paul H. Brookes Publishing Co.

Gaylord-Ross, R. J., & Pitts-Conway, V. (1984). Social behavioral developments in integrated secondary autistic programs. In N. Certo, N. Haring, & R. York (Eds.), Public school integration of severely handicapped students: Rational issues and progressive alternatives (pp. 197-219). Baltimore: Paul H. Brookes Publishing Co.

Gottlieb, J. (1978). Observing social adaptation in schools. In G. P. Sackett (Ed.), Observing behavior: Vol. 1. Theory and application in mental retardation (pp. 285-309). Baltimore: University Park Press.

Guralnick, M. (1980). Social interactions among preschool children. Exceptional Children, 46, 248-253.

Guralnick, M. (1981). The social behavior of preschool children at different developmental levels: Effects of group composition. Journal of Experimental Child Psychology, 31, 115-130.

Jenkins, J. R., Speltz, M. L., & Odom, S. L. (1985). Integrating normal and handicapped preschoolers: Effects on child development and social interaction. Exceptional Children, 52, 7-17.

Johnson, R., Johnson, D. W., DeWeerdt, N., Lyons, V., & Zaidman, B. (1983). Integrating severely adaptively handicapped seventh grade students into constructive relationships with nonhandicapped peers in science class. American Journal of Mental Deficiency, AUX(87), 611-118.

Johnson, R. E., & Meyer, L. (1985). Program design and research to normalize peer interactions. In M. P. Brady & P. L. Gunter (Eds.), Integrating moderately and severely handicapped learners: Strategies that work (pp. 79-101). Springfield, IL: Thomas.

Kohl, F. L., Moses, L. G., & Stettner-Eaton, B. A. (1983). The results of teaching fifth and sixth graders to be instructional trainers with students who are severely handicapped. Journal of The Association for Persons with Severe Handicaps, 8(4), 32-40.

McHale, S., & Simeonsson, R. (1980). Effects of interaction on nonhandicapped children's attitudes toward autistic children. American Journal of Mental Deficiency, 85, 18-27.

O'Connor, A. (n.d.). A two-way street: Integration through peer support. Special Education.

Penner, I., & Penner, P. (1987). Friends forever. Entourage, 2(3), 32-35.

Perske, R., & Perske, M. (1988). Circles of friends: People with disabilities and their friends enrich the lives of one another. Nashville: Abingdon Press.

Porter, R. H., Ramsey, B., Tremblay, A., Iaccobo, M., & Crawley, S. (1978). Social interactions in heterogenous groups of retarded and normally developing children: An observational study. In G. P. Sackett & H. C. Haywood (Eds.), Observing behavior: Vol. 1. Theory and application in mental retardation. Baltimore: University Park Press.

Putnam, J., Rynders, J., Johnson, R., & Johnson, D. (1989). Collaborative skill instruction for promoting positive interactions between mentally handicapped and nonhandicapped children. Exceptional Children, 55, 550-557.

Ruttiman, A. (1988, May). She's right where she belongs. ARCHtype Newsletter, 12-13.

Ruttimann, A., & Forest, M. (1986). With a little help from my friends: The integration facilitator at work. Entourage, 1(3), 24-33.

Santoomier, J., & Kopczuk, W. (1981). Facilitation of interaction between retarded and nonretarded students in a physical education setting. Education and Training of the Mentally Retarded, 16, 20-23.

Sasso, G., & Rude, H. A. (1988). The social effects of integration on nonhandicapped children. Education and Training in Mental Retardation, 23(1), 18-23.

Stainback, S. B., Stainback, W. C., & Hatcher, C. W. (1983). Nonhandicapped peer involvement in the education of severely handicapped students. Journal of The Association for Persons with Severe Handicaps, 8(2), 39-42.

Stainback, W., & Stainback, S. (1982a). The need for research on training nonhandicapped students to interact with severely handicapped students. Education and Training of the Mentally Retarded, 17, 12-16.

Stainback, W., & Stainback, S. (1982b). Nonhandicapped students' perceptions of severely handicapped students. Education and Training of the Mentally Retarded, 17, 177-182.

Stainback, W., Stainback, S., & Jaben, T. (1981). Providing opportunities for interaction between severely handicapped and nonhandicapped students. Teaching Exceptional Children, 13, 72-75.

Stainback, W., Stainback, S., Raschke, D., & Anderson, R. J. (1981). Three methods for encouraging interactions between severely retarded and nonhandicapped students. Education and Training of the Mentally Retarded, 16, 188-192.

Stainback, W., Stainback, S., & Strathe, M. (1983). Generalization of positive social behavior by severely handicapped students: A review and analysis of research. Education and Training of the Mentally Retarded, 18, 293-299.

Strain, P. S. (1983). Generalization of autistic children's social behavior change: Effects of developmentally integrated and segregated settings. Analysis and Intervention in Developmental Disabilities, 3, 23-34.

Strain, P. S., Odom, S. L., & McConnell, S. R. (1984). Promoting social reciprocity of exceptional children: Identification, target skill selection, and interventions. Remedial and Special Education, 5, 21-28.

Strully, J., & Strully, C. (1984). Shawntell and Tanya: A story of friendship. Exceptional Parent, 14(6), 35-40.

Strully, J., & Strully, C. (1985). Friendship and our children. Journal of The Association for Persons with Severe Handicaps, 10(4), 224-227.

Strully, J., & Strully, C. (1989a). Family support to promote integration. In S. Stainback, W. Stainback, & M. Forest (Eds.), Educating all students in the mainstream of regular education (pp. 213-219). Baltimore: Paul H. Brookes Publishing Co.

Strully, J., & Strully, C. (1989b). Friendships as an educational goal. In S. Stainback, W. Stainback, & M. Forest (Eds.), Educating all students in the mainstream of regular education (pp. 59-68). Baltimore: Paul H. Brookes Publishing Co.

Strully, J. & Strully, C. (1992). That which binds us: Friendships as a safe harbor in a storm.

Towfighy-Hooshyar, N., & Zingle, H. W. (1984). Regular-class students' attitudes toward integrated multiply handicapped peers. American Journal of Mental Deficiency, 86, 380-390.

Turnbull, K., & Bronicki, G. (1989). Children can teach other children. Teaching Exceptional Children, 21, 64-65.

Vandercook, T., Wolff, S., & York, J. (Eds.). (1989). Learning together: Stories and strategies. Minneapolis: University of Minnesota, Institute on Community Integration.

Voeltz, L. M. (1980). Children's attitudes toward handicapped peers. American Journal of Mental Deficiency, 84, 455-464.

Voeltz, L. M. (1982). Effects of structured interaction with severely handicapped peer on children's attitudes. American Journal of Mental Deficiency, 36, 380-390.

Voeltz, L. M. (1984). Program and curriculum innovations to prepare children for integration. In N. Certo, N. Haring, & R. York (Eds.), Public school integration of severely handicapped students: Rational issues and progressive alternatives (pp. 155-183). Baltimore: Paul H. Brookes Publishing Co.

Voeltz, L. M., & Brennan, J. (1984). Analysis of interactions between nonhandicapped and severely handicapped peers using multiple measures. In J. M. Berg (Ed.), Perspectives and progress in mental retardation: Vol. 1. Social, psychological, and educational aspects (pp. 61-72). Baltimore: University Park Press.

Walker, P., Edinger, B., Willis, C., & Kenney, M. E. (1988). Beyond the classroom: Involving students with disabilities in extracurricular activities at Levy Middle School. Syracuse, NY: Syracuse University, Center on Human Policy.

York, J., Vandercook, T., Thurlow, M., & Stave, K. (1988). Feedback from middle school students about activities with peers who have severe disabilities (Brief Report #88-4). Minneapolis: University of Minnesota, Minnesota Affiliated Program on Developmental Disabilities.

5. FAMILIES

Association for Retarded Citizens Minnesota. (1988). Integrated education. FOCUS, Winter, 4-5.

Bailey, D., & Winton, P. (1989). Friendship and acquaintance among families in a mainstreamed day care center. Education and Training in Mental Retardation, 24, 107-113.

Brost, M., & Johnson, T. (1986). Special education does not mean special classes: Two parents' observations about Louisville, Kentucky's experiences in integrating special and regular education systems and students. Madison, WI: Wisconsin Coalition for Advocacy.

Cairo, S., Cairo, J., & Cairo, T. (1985). Our brother has Down Syndrome: An introduction for children. Toronto: Annick Press, Ltd.

Elias, L. (1980). Jason and the neighborhood kids: Mainstreaming on the home front. The Exceptional Parent, 10(6), 9-12.

Elias, L. (1986). Jason goes to first grade. The Exceptional Parent, 16(5), 12-13.

Elias, L., Goble, G., Schefer, B., & Jaco, J. (1983). Jason goes to kindergarten. The Exceptional Parent, 13(1), 55-57.

Ferguson, P., & Asch, A. (1989). What we want for our children: Perspectives of parents and adults with disabilities. In D. Biklen, D. Ferguson, & A. Ford, (Eds.), Schooling and disability. Chicago: National Society for the Study of Education.

Fredericks, B. (1986, September). I helped my son into the mainstream. The Exceptional Parent, 14-17.

Grant, D. E. (Ed.). (1989) Building the future together: Creating opportunities to include all students in their neighborhood schools. Norwich, CT: Franklin Impressions, Inc.

Hamilton, R. (1988). Project Wraparound. New England Index Newsletter, Spring, 4.

Hamre-Nietupski, S., Krajewski, L., Nietupski, J., Ostercamp, D., Sensor, K., & Opheim, B. (1988). Parent/professional partnerships in advocacy: Developing integrated options within restrictive systems. Journal of The Association for Persons with Severe Handicaps, 13, 251-259.

Hanline, M., & Halvorsen, A. (1989). Parent perceptions of the integration transition process: Overcoming artificial barriers. Exceptional Children, 55, 487-492.

Jorgensen, C. (1992). Natural supports in inclusive schools: Curricular and teaching strategies. In J. Nisbet (Ed.), Natural supports in school, at work, and in the community for people with severe disabilities. Baltimore: Paul H. Brookes Publishing Co.

Lehr, S., & Taylor, S. J. (1986). Preparing for life: A manual for parents on the least restrictive environment. Boston, MA: Technical Assistance for Parent Programs Project, Federation for Children with Special Needs.

Lusthaus, E. (1986). Making a contribution: An emerging social role for persons with a mental handicaps. Entourage, 1(2), 24-31.

Lusthaus, E. (1988, April). Education integration . . . letting our children go. TASH Newsletter, 14(4), 6-7.

M. J. S. (1987). I want to go to old town high. The Exceptional Parent: Parenting Your Disabled Child, 17(6), 43-52.

Schaffner B. C., & Buswell, B. E. (1991). Opening doors: Strategies for including all students in regular education. Colorado Springs: PEAK Parent Center, Inc.

Schaffner, B., Buswell, B., Summerfield, A., & Kovar, G. (1988). Discover the possibilities: A curriculum for teaching parents about integration. Colorado Springs, CO: PEAK Parent Center.

Schnorr, R.F. (1990). "Peter? He comes and goes...": First graders' perspectivess on a part-time mainstream student. Journal of The Association for Persons with Severe Handicaps, 15 (1), 231-240.

Stainback, W., & Stainback, S. (Eds.) (1992). Support networks for inclusive schooling: Interdependent integrated education. Baltimore: Paul H. Brookes Publishing Co.

Wehman, P. (1992). Life beyond the classroom: Transition Strategies for Young People with Disabilities. Baltimore:Paul H. Brookes Publishing Co.

6. PROGRAM DEVELOPMENT

Berres, M. S., & Knoblock, P. (Eds.). (1987). Program models for mainstreaming: Integrating students with moderate to severe disabilities. Rockville, MD: Aspen Publishers.

Blackman, H. (1989). Special education placement: Is it what you know or where you live? Exceptional Children, 55, 459-462.

Flynn, G. J. (1988, May). Quality education: Community or custody. ARCHtype Newsletter, 3-5.

Gurry, S. E. (1986). Noah's school: Integration works in Brookline. TASH Newsletter, 12(12), 5.

Hamre-Nietupski, S., Nietupski, J., Stainback, W., & Stainback, S. (1984). Preparing school systems for longitudinal integration efforts. In N. Certo, N. Haring, & R. York (Eds.), Public school integration of severely handicapped students: Rational issues and progressive alternatives (pp. 107-141). Baltimore: Paul H. Brookes Publishing Co.

Johnson, R. E., & Meyer, L. (1985). Program design and research to normalize peer interactions. In M. P. Brady & P. L. Gunter (Eds.), Integrating moderately and severely handicapped learners: Strategies that work (pp. 79-101). Springfield, IL: Thomas.

Lilly, M. S. (1988). The regular education initiative: A force for change in general and special education. Education and Training in Mental Retardation, 23, 253-260.

Lipsky, D. K., & Gartner, A. (Eds.). (1989). Beyond separate education: Quality education for all. Baltimore: Paul H. Brookes Publishing Co.

Mackenzie, D. E. (1983, April). Research for school improvement: An appraisal of some recent trends. Educational Researcher, 5-17.

McDonnell, A., & Hardman, M. (1989). The desegregation of America's special schools: Strategies for change. Journal of The Association for Persons with Severe Handicaps, 14, 68-74.

National Coalition of Advocates for Students, National Association of School Psychologists, and National Association of Social Workers, Inc. (1987, May 27). Rights without labels. Education Week, p. 22.

Pellicione, R., & Bobesich. (1988). Report of the mainstreaming committee. Richmond Hill, Ontario: York Region Roman Catholic Separate School Board.

Reid, R. (1987). Homecoming: The benefits of educating learning impaired students in their local schools with their nondisabled peers. The Decision Maker, Fall, 5.

Sailor, W., Anderson, J., Doering, K. F., Filler, J., Goetz, L., & Halvorsen, A. T. (1989). The comprehensive local school: Regular education for all students with disabilities. Baltimore: Paul H. Brookes Publishing Co.

Salend, S. J. (1984). Factors contributing to the development of successful mainstreaming programs. Exceptional Children, 50, 409-416.

Sapon-Shevin, M. (1988). Working toward merger together: Seeing beyond the distrust and fear. Teacher Education and Special Education, 11(3), 103-110.

Stainback, S., & Stainback, W. (1987). Facilitating merger through personnel preparation. Teacher Education and Special Education, 10(4), 185-190.

Stone, B., & Brown, R. (1987). Preparing teachers for mainstreaming: Some critical variables for effective preservice programs. Educational Research Quarterly, 11(2), 7-10.

Thousand, J. (1987). Best educational practices of 1987: Effectively integrating students with moderate/severe handicaps into their local schools and communities. The Decision Maker, Fall, 1.

Thousand, J. S., Fox, T. J., Reid, R., Godek, J., Williams, W., & Fox, W. L. (1986). The HomeComing Model: Educating students who present intensive educational challenges within regular education environments. Burlington, VT: University of Vermont, Center for Developmental Disabilities.

Thousand, J., Nevin-Parta, A., & Fox, W. (1987). Inservice training to support the education of learners with severe handicaps in their local public schools. Teacher Education and Special Education, 10(1), 4-13.

Villa, R., & Thousand, J. (1988). Enhancing success in heterogeneous classrooms and schools: The powers of partnership. Teacher Education and Special Education, 11(4), 144-154.

Will, M. C. (1986). Educating all children with problems: A shared responsibility. Exceptional Children, 52, 411-415.

York, J., & Vandercook, T. (Eds.). (1988). Impact: Feature issue on integrated education. Minneapolis, MN: Minnesota University Affiliated Program on Developmental Disabilities.

7. PHILOSOPHY

Allington, R. L. (1987). Shattered hopes. Learning 87, 60-66.

Biklen, D. (1987). The integration question: Educational and residential placement issues. In D. Cohen, A. Donnellan, & R. Paul (Eds.), Handbook of autism and pervasive developmental disorders (pp. 653-667). New York: John Wiley & Sons.

Biklen, D. (1988). The myth of clinical judgment. Journal of Social Issues, 44(1), 127-140.

Biklen, D. (1992). Schooling without labels: Parents, educators and inclusive education. Philadelphia: Temple University Press.

Blackman, H., & Peterson, D. (1989). Total integration of neighborhood schools. LaGrange, IL: LaGrange Area Department of Special Education.

Bogdan, R. (1983). "Does mainstreaming work?" is a silly question. Phi Delta Kappan, 64, 427-428.

Bogdan, R., & Taylor, S. J. (1987). Toward a sociology of acceptance: The other side of the study of deviance. Social Policy, Fall, 34-39.

Boyd, B., Carson, L., Clowater, S., Cummings, S., Day, D., Dobbelsteyn, J., Freeborn, M., Camblin, B., Grant, C., Hargrove, B., Kaye, K., Kirkpatrick, H., Knox, J., MacMahon, C., Markey, K., Pinnock, B., Rogers, J., Sargfield, S., Stainforth, R., Steinback, A., & Truman, D. (1987). Integration means all our children belong. New Brunswick: Fredericton Department of Education, Student Services Branch.

Brown, L., Long, E., Udvari-Solner, A., Davis, L., VanDeventer, P., Ahlgren, C., Johnson, F., Gruenewald, L., & Jorgensen, J. (1989). The home school: Why students with severe intellectual disabilities must attend the schools of their brothers, sisters, friends, and neighbors. Journal of The Association for Persons with Severe Handicaps, 14, 1-7.

Brown, L., Long, E., Udvari-Solner, A., Schwartz, P., VanDeventer, P., Ahlgren, C., Johnson, F., Gruenewald, L., & Jorgensen, J. (1989). Should students with severe intellectual disabilities be based in regular or in special educations classrooms in home schools? Journal of The Association for Persons with Severe Handicaps, 14, 8-12.

Davis, W. (1989). The regular education initiative debate: Its promises and problems. Exceptional Children, 55, 448-455.

Donnellan, A. M. (1984). The criterion of the least dangerous assumption. Behavioral Disorder, 141-150.

Dysart, S. (1988). Integration: A commitment to excellence in education. Education New Brunswick, 9(4).

Ferguson, P. M., Ferguson, D. L., & Taylor, S. J. (Eds.). 1992. Intrepreting disability: A qualitative reader. New York: Teachers College Press.

Flynn, G., Kowalczyk-McPhee, B., & Waterloo Region Roman Catholic Separate School Board. (n.d.). A school system in transition.

Forest, M. (Ed.). (1984). Education/integration: A collection of readings on the integration of children with mental handicaps into regular school systems. Downsview, Ontario: The G. Allan Roeher Institute.

Forest, M. (Ed.). (1987). More education/integration: A further collection of readings on the integration of children with mental handicaps into regular school systems. Downsview, Ontario: The G. Allan Roeher Institute.

Forest, M., & Lusthaus, E. (n.d.). The kaleidoscope, each belongs: Quality eduation for all.

Frigon, O. (1988). Stopping segregation. Entourage, 3(1), 35-40.

Gartner, A. (1986). Disabling help: Special education at the crossroads. Exceptional Children, 53(1), 72-76.

Gartner, A., & Kerzner Lipsky, D. (1987). Beyond special education: Toward a quality system for all students. Harvard Educational Review, 57(4), 367-395.

Gault, M. (1987). Integration - A long haul, but it can be done. Down Syndrome News, 2, 3-4.

Gent, P., & Mulhauser, M. B. (1988). Public integration of students with handicaps: Where it's been, where it's going, and how it's getting there. Journal of The Association for Persons with Severe Handicaps, 13, 188-196.

Gilbert, F. (1986). Integrated education in Quebec: Breaking the barriers. Entourage, 1(4), 6-10.

Goodman, L. (1985). The effective schools movement and special education. Teaching Exceptional Children, 17, 102-105.

Greer, J. V. (1988). No more noses to the glass. Exceptional Children, 54, 294-296.

Hansen, J. A. (n.d.). Each belongs. Trustee, 12-19.

Harvard Graduate School of Education. (1989, April). The mainstreaming debate. The Harvard Education Letter, 1-5.

Kaufmann, J. M., Gerber, M. M., & Semmel, M. I. (1988). Arguable assumptions underlying the regular education initiative. Journal of Learning Disabilities, 21(1), 6-11.

Kerzner Lipsky, D., & Gartner, A. (1987). Capable of achievement and worthy of respect: Education for handicapped students as if they were full-fledged human beings. Exceptional Children, 54(1), 69-74.

Kunc, N. (1984). Integration: Being realistic isn't realistic. Canadian Journal for Exceptional Children, 1(1), 41-51.

Lipsky, D. K., & Gartner, A. (1987). Capable of achievement and worthy of respect: Education for handicapped students as if they were full-fledged human beings. Exceptional Children, 54, 69-74.

Lusthaus, E. (1986). Making a contribution: An emerging social role for persons with a mental handicap. Entourage, 1(2), 24-31.

Madden, N. A., & Slavin, R. E. (1983). Mainstreaming students with mild handicaps: Academic and social outcomes. Review of Educational Research, 53(4), 519-569.

McDonnell, A., & Hardman, M. (1989). The desegregation of America's special schools: Strategies for change. Journal of The Association for Persons with Severe Handicaps, 14, 68-74.

Meyer, L. H. (1987). Why integration?. Syracuse, NY: Syracuse University.

National Coalition of Advocates for Students, National Association of School Psychologists, and National Association of Social Workers, Inc. (1987, May 27). Rights without labels. Education Week, p. 22.

O'Brien, J., Forest, M., Snow, J., & Hasbury, D. (1989). Action for inclusion: How to improve schools by welcoming children with special needs into regular classrooms. Toronto: Frontier College Press.

Reynolds, M. C., & Birch, J. (1977). Teaching exceptional children in all of America's schools. Reston, VA: Council for Exceptional Children.

Rutter, M., Maugham, B., Mortimore, P., Ouston, J., & Smith, A. (1975). Fifteen thousand hours: Secondary schools and their effects on children. New York: Wiley.

Ryan, D. (1984). Mainstreaming isn't just for students anymore. Journal of Learning Disabilities, 17(3), 167-169.

Snell, M. E. (1988). Gartner and Lipsky's Beyond special education: Toward a quality system for all students messages for TASH. [Invited editorial]. Journal of The Association for Persons with Severe Handicaps, 13, 137-140.

Stainback, S., & Stainback, W. (1985). The merger of special and regular eduation: Can it be done? A response to Lieberman and Mesinger. Exceptional Children, 51(6), 517-521.

Stainback, S., & Stainback, W. (1987). Integration versus cooperation: A commentary on Educating children with learning problems: A shared responsibility. Exceptional Children, 54(1), 66-68.

Stainback, W., & Stainback, S. (1984). A rationale for the merger of special and regular education. Exceptional Children, 51(2), 102-111.

Stainback, W., & Stainback, S. (1986). One system, one purpose: The integration of special and regular education. Entourage, 1(3), 12-16.

Taylor, S. J. (1988). Caught in the continuum: A critical analysis of the principle of the least restrictive environment. Journal of The Association for Persons with Severe Handicaps, 13(1), 41-53.

Taylor, S. J., Biklen, D., Lehr, S., & Searl, S. J. (1987). Purposeful integration . . . inherently equal. Boston, MA: Technical Assistance for Parent Programs (TAPP) Project, Federation for Children with Special Needs.

Vandercook, T., York, J., & Forest, M. (1989). McGill Action Planning System: A strategy for building the vision. Journal of The Association for Persons with Severe Handicaps, 14(3), 205-215.

Wang, M. C., & Reynolds, M. C. (1985). Avoiding the "Catch 22" in special education reform. Exceptional Children, 51(6), 497-502.

Whitehouse, D. (1988). Integration - A personal perspective. NBTA News, XXX(10), 12-13.

Zeph, L. (1988). Broadening the discussion of the regular education initiative to include students with severe handicaps (deleting the asterisks and footnotes). Orono, ME: University of Maine.

8. INTEGRATION STRATEGIES

Association for Retarded Citizens-Minnesota. (1988). Integrated education. FOCUS, Winter, 4-5.

Association for Retarded Citizens-Minnesota. (1989a). Integrated child care: Despite restrictions, families find workable solutions. FOCUS, Summer, 1-2.

Association for Retarded Citizens-Minnesota. (1989b). Integration in action: Achieving an integrated school program. Minneapolis: ARC-Minnesota.

Biklen, D. (1985). Achieving the complete school. Strategies for effective mainstreaming. New York, NY: Teachers College Press.

Biklen, D. (1990). Communication unbound: Autism and praxis. Harvard Educational Review, 60(3), 291-314.

Elias, L. (1980). Jason and the neighborhood kids: Mainstreaming on the home front. The Exceptional Parent, 10(6), 9-12.

Forest, M. (Ed.). (1984). Education/integration: A collection of readings on the integration of children with mental handicaps into regular school systems. Downsview, Ontario: The G. Allan Roeher Institute.

Forest, M. (1986). Sabrina and Adrian. Entourage, 1(1), 111-115.

Forest, M. (1987). Keys to integration: Common sense ideas and hard work. Entourage, 2(1), 16-20.

Forest, M., & Mayer, M. (1987). Education Waterloo-style. Entourage, 2(4), 20-25.

Forest, M., & Pearpoint, J. (1992). Supports for addressing severe maladaptive behaviors. In W. Stainback & S. Stainback (Eds.), Support systems for educating all students in the mainstream. Baltimore: Paul H. Brookes Publishing Co.

Fredericks, H. D., Baldwin, V., Grove, D., Moore, W., Riggs, C., & Lyons, B. (1978). Integrating the moderately and severely handicapped preschool child into a normal day care setting. In M. Guralnick (Ed.), Early intervention and the integration of handicapped and nonhandicapped children. Baltimore: University Park Press.

Gaylord-Ross, R. (Ed.). (1989). Integration strategies for persons with severe handicaps. Baltimore: Paul H. Brookes Publishing Co.

Gaylord-Ross, R., & Peck, C. A. (1985). Integration efforts for students with severe mental retardation. In D. Bricker & J. Fuller (Eds.), Severe mental retardation: From theory to practice (pp. 185-207). Reston, VA: Division on Mental Retardation, Council for Exceptional Children.

Giangreco, M. F. (1988). Facilitating integration of students with severe disabilities: Considerations for planned change. Cayuga-Onondaga Board of Educational Services Change, 1-4.

Gurry, S. E. (1986). Noah's school: Integration works in Brookline. TASH Newsletter, 12(12), 5.

Hamre-Nietupski, S., & Nietupski, J. (1981). Integral involvement of severely handicapped students within regular schools. Journal of The Association for Persons with Severe Handicaps, 6(2), 30-39.

Hamre-Nietupski, S., Nietupski, J., Stainback, W., & Stainback, S. (1984). Preparing school systems for longtudinal integration efforts. In N. Certo, N. Haring, & R. York (Eds.), Public school integration of severely handicapped students: Rational issues and progressive alternatives (pp. 107-141). Baltimore: Paul H. Brookes Publishing Co.

M. J. S. (1984, August). I am not going to high school if you don't take me the way I am. Mainstreaming in the high school. The Exceptional Parent.

Meyer, L. H., & Kishi, G. S. (1985). School integration strategies. In K. C. Lakin & R. H. Bruininks (Eds.), Strategies for achieving community integration for developmentally disabled citizens (pp. 231-252). Baltimore: Paul H. Brookes Publishing Co.

Minnesota State Planning Agency. (1989, January). Supported education coined by parents: An example of school integration. Information Exchange, 5-6.

O'Brien, J., Forest, M., Snow, J., & Hasbury, D. (1989). Action for inclusion: How to improve schools by welcoming children with special needs into regular classrooms. Toronto: Frontier College Press.

Pivato, E., & Chomicki, S. (1986). The GRIT kids start school. Entourage, 1(3), 6-9.

Reynolds, M., & Birch, J. (1988). Adaptive mainstreaming: A primer for teachers and principals. New York: Longman.

Samson, R., & Reason, R. (1988). What is successful re-integration? British Journal of Special Education, Research Supplement, 15(1), 19-23.

Searl, S. J., Ferguson, D. L., & Biklen, D. (1985). The front line . . . teachers. In D. Biklen (Ed.), Achieving the complete school: Strategies for effective mainstreaming (pp. 52-103). New York: Teachers College Press.

Scholler, K. (1989, May). Principals, teachers, parents must work together to create successful integration. PACESETTER, 8-9.

Schubert, M. A., Landers, M. F., Curtis, M. J., Anderson, T. E., & Curtis, V. (1984). Communication: One key to mainstreaming success. The Exceptional Child, 31(1), 46-53.

Stainback, S., & Stainback, W. (1985). Integration of students with severe disabilities into regular schools. Reston, VA: Council for Exceptional Children.

Stainback, S., & Stainback, W. (1988). Educating students with severe disabilities. Teaching Exceptional Children, 21(1), 16-19.

Stainback, W., & Stainback, S. (Eds.). (1990). Support networks for inclusive schooling. Baltimore: Paul H. Brookes Publishing Co.

Stainback, W., Stainback, S., Courtnage, L., & Jaben, T. (1985). Facilitating mainstreaming by modifying the mainstream. Exceptional Children, 52(2), 144-152.

Taylor, S. J. (1982). From segregation to integration: Strategies for integrating severely handicapped students in normal school and community settings. Journal of The Association for Persons with Severe Handicaps, 7(3), 42-49.

Vandercook, T., York, J., & Forest, M. (1989). McGill Action Planning System: A strategy for building the vision. Journal of The Association for Persons with Severe Handicaps, 14(3), 205-215.

Wang, M. C., & Baker, E. T. (1985-1986). Mainstreaming programs: Design features and effects. Journal of Special Education, 19(4), 502-521.

York, J., Vandercook, T., & Macdonald, C. (1989). Feedback from educators and classmates about inclusion in middle school. Minneapolis: University of Minnesota, Institute on Community Integration.

Zins, J., Curtis, M., Graden, J., & Ponti, C. (1988). Helping students succeed in the regular classroom: A guide for developing intervention assistance programs. San Francisco: Jossey-Bass.

9. TEACHERS

Aksamit, D., & Alcorn, D. (1988). A preservice mainstream curriculum infusion model: Student teachers' perceptions of program effectiveness. Teacher Education and Special Education, 11(2), 52-58.

Cunha, E., & Singer, A. L. (1988). Teachers' tips toward integration. New England Index Newsletter, Spring, 3.

Diebold, M., & Trentham, L. (1987). Special educator predictions of regular class teacher attitudes concerning mainstreaming. Teacher Education and Special Education, 10(1), 19-25.

Elias, L., Goble, G., Schefer, B., & Jaco, J. (1983). Jason goes to kindergarten. The Exceptional Parent, 13(1), 55-57.

Ferguson, D. (1989). Teacher work groups: Getting a little help from your friends. Eugene, OR: University of Oregon, Specialized Training Program.

Forest, M. (1987). Just one of the kids. In D. Schwartz, J. McKnight, & M. Kendrick (Eds.), A story that I heard (pp. 55-58). Harrisburg, PA: Pennsylvania Developmental Disabilities Planning Council.

Greenburg, D. (1987). A special educator's perspective on interfacing special and general education: A review for administrators. Reston, VA: The Council for Exceptional Children.

Hoover, J. (1987). Preparing special educators for mainstreaming: An emphasis upon curriculum. Teacher Education and Special Education, 10(2), 58-64.

Kunc, N. (1984). Integration: Being realistic isn't realistic. Canadian Journal for Exceptional Children, 1(1), 41-51.

Lusthaus, E. (1988, April). Education integration . . . letting our children go. TASH Newsletter, 14(4), 6-7.

Porter, G. (1988). The method and resource teacher: A collaborative consultant model, a case study of the perspectives of teachers working in that role in Districts 28 and 29, Woodstock, New Brunswick. Syracuse, NY: Syracuse University.

Searl, S. J., Ferguson, D. L., & Biklen, D. (1985). The front line . . . teachers. In D. Biklen (Ed.), Achieving the complete school: Strategies for effective mainstreaming (pp. 52-103). New York: Teachers College Press.

Stainback, S., & Stainback, W. (1982). Influencing the attitudes of regular class teachers about the education of severely retarded students. Education and Training of the Mentally Retarded, 17, 18-92.

Stainback, S., & Stainback, W. (1987). Facilitating merger through personnel preparation. Teacher Education and Special Education, 10(4), 185-190.

Stainback, S., Stainback, W., Courtnage, L., & Jaben, T. (1985). Facilitating mainstreaming by modifying the mainstream. Exceptional Children, 52, 144-152.

Stainback, W., & Stainback, S. (1982). Preparing regular class teachers for the integration of severely retarded students. Education and Training of the Mentally Retarded, 17, 273-277.

Stainback, W., Stainback, S., Strache, M., & Dedrick, C. (1983). Preparing regular classroom teachers for the integration of severely retarded students: An experimental study. Education and Training of the Mentally Retarded, 18, 205-209.

Stone, B., & Brown, R. (1987). Preparing teachers for mainstreaming: Some critical variables for effective preservice programs. Educational Research Quarterly, 11(2), 7-10.

Thousand, J. (1988). Integration facilitator: A new job description for special educators. New England Index Newsletter, Spring, 1.

Thousand, J., Nevin-Parta, A., & Fox, W. (1987). Inservice training to support the education of learners with severe handicaps in their local public schools. Teacher Education and Special Education, 10(1), 4-13.

York, J., Vandercook, T., Macdonald, C., & Wolff, S. (Eds.). (1989). Strategies for full inclusion. Minneapolis: University of Minnesota, Institute on Community Integration.

10. COOPERATIVE LEARNING

Andersen, M., Nelson, L. R., Fox, R. G., & Gruber, S. E. (1988). Integrating cooperative learning and structure learning: Effective approaches to teaching social skills. Focus on Exceptional Children, 20(9), 1-8.

Johnson, T., & Johnson, D. W. (1983). Effects of cooperative, competitive, and individualistic learning experiences on social development. Exceptional Children, 49, 323-330.

Johnson, R., Johnson, D. W., DeWeerdt, N., Lyons, V., & Zaidman, B. (1983). Integrating severely adaptively handicapped seventh grade students into constructive relationships with nonhandicapped peers in science class. American Journal of Mental Deficiency, AUX(87), 611-118.

Putnam, J., Rynders, J., Johnson, R., & Johnson, D. (1989). Collaborative skill instruction for promoting positive interactions between mentally handicapped and nonhandicapped children. Exceptional Children, 55, 550-557.

Salend, S. J. (1981). Cooperative games promote positive student interactions. Teaching Exceptional Children, 13, 76-79.

Villa, R., & Thousand, J. (1988). Enhancing success in heterogeneous classrooms and schools: The powers of partnership. Teacher Education and Special Education, 11(4), 144-154.

Wilcox, J., Sbardellati, E., & Nevin, A. (1987). Cooperative learning groups aid integration. Teaching Exceptional Children, 20(1), 61-63.

11. LEGAL

Lantzy, M. L. (1992). Individuals with disabilities education act: An annotated guide to its literature and resources, 1980-1991. Littleton, CO: Fred B. Rothman & Co.

Martin, R. (1991). Extraordinary children, ordinary lives: Stories behind special education case law. Champaign, IL: Research Press.

Ordover, E. L., & Boundy, K. B. (1991). Educational rights of children with disabilities: A primer for advocates. Cambridge: Center for Law and Education.

12. VIDEOS

Biklen, D. (Producer). (1991). I'm not autistic on the typewriter [Videotape]. Syracuse, NY: The Facilitated Communication Institute, Syracuse University.

Dobbins, J. (Producer/Director). (1987). Jenny's story [Videotape}. Islington, Ontario: Integration Action Group.

Forest, M., & Flynn, G. (Producers). (1989). With a little help from my friends [Videotape]. Islington, Ontario: Integration Action Group.

13. GENERAL TEXTS, NEWSLETTERS, JOURNALS

JOURNALS

Education and Training in Mental Retardation, published four times a year by The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589. $28/year, U.S.; $32/year, all other countries.

Entourage, published four times per year by The G. Allan Roeher Institute Publications, Kinsmen Building, York University Campus, 4700 Keele Street, Downsview, Ontario, Canada, M3J 1P3. $16/year in Canada, $18/year, in all other countries, including U.S.

Exceptional Children, published six times per year by The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589. $35/year, U.S.; $39.50/year, all other countries.

Exceptional Parent, published eight times per year by Psy-ED Corporation, 1170 Commonwealth Avenue, Third Floor, Boston, MA 02134. $16/year, U.S.; $22/year, all other countries.

Journal of The Association for Persons with Severe Handicaps, published four times per year by The Association for Persons with Severe Handicaps (TASH), 11201 Greenwood Avenue North, Seattle, WA 98133. Available to TASH members. Regular membership: $65/year, U.S.; $71/year, all other countries.

Teacher Education and Special Education, published four times per year by Special Press, Suite 2107, 11230 West Avenue, San Antonio, TX 78213. $18/year, U.S.; $23/year, all other countries.

Teaching Exceptional Children, published four times per year by The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589. $20/year, U.S.; $23/year, all other countries.

NEWSLETTERS

ARC News in Colorado, published by ARC Colorado, Colorado Life Center, 1600 Sherman Street, Suite 750, Denver, CO 80203-1611. Telephone: (303) 832-1722. No cost.

ARCHtype, published four times per year by Advocacy Resource Centre for the Handicapped, 40 Orchard View Boulevard, Suite 255, Toronto, Ontario, Canada M9R 1B9. Telephone: (416) 4892-1254. Cost: $10/year, consumer rate; $20/year, professional or organizational rate.

Integration News, published by the Integration Action Group, 19 Rivercove Drive, Islington, Ontario, Canada M9B 4Y8. Cost: $15/year, family; $25/year, organization.

New England Index Newsletter, published by University of Vermont, Center for Developmental Disabilities, 499C Waterman Building, Burlington, VT 05405-0160. Telephone: (617) 642-0248. Cost $1/issue.

PACESETTER, published by PACER Center, Inc., 4826 Chicago Avenue South, Minneapolis, MN 55417-1055. Telephone: (612) 827-2966. Cost: $6/year, Minnesota parents of children with disabilities; $12/year, all others.

The Safety Net is published four times per year by the SAFE (Schools Are For Everyone) Coalition, Box 583, Syracuse, NY 13210. Telephone: (518) 377-8903 (Contact: Marilyn Wessels). Cost: Membership: Parent, family member or student, $15/year; service provider, $30/year (subscription only, $25/year).

Speakout, published three times per year by PEAK Parent Center, 6055 Lehman Drive, Colorado Springs, CO 80918. Telephone: (719) 531-9400. Cost: Free to parents of children with disabilities, $9/year for all others.

TASH Newsletter, published monthly by The Association for Persons with Severe Handicaps, 11201 Greenwood Avenue North, Seattle, WA 98133. Telephone: (206) 361-8870. Cost: Regular membership: $65/year, U.S.; $71/year, all other countries.

The Decision Maker, published by University of Vermont, Center for Developmental Disabilities, 499C Waterman Building, Burlington, VT 05405-0160. Telephone: (802) 565-1146. Cost: $1/issue.

TEXTS/BOOKS

Biklen, D., Ferguson, D., & Ford, A. (Eds.). (1989). Schooling and disability: Eighty-eighth yearbook of the National Society for the Study of Education, Part II. Chicago: University of Chicago Press.

Berres, M. S., & Knoblock, P. (Eds.). (1987). Program models for mainstreaming: Integrating students with moderate to severe disabilities. Rockville, MD: Aspen Publishers.

Biklen, D. (1985). Achieving the complete school. Strategies for effective mainstreaming. New York, NY: Teachers College Press.

Cairo, S., Cairo, J., & Cairo, T. (1985). Our brother has Down Syndrome: An introduction for children. Toronto: Annick Press, Ltd.

Ford, A., Schnorr, R., Meyer, L., Black, J., & Dempsey, P. (Eds.). (1989). The Syracuse community-referenced curriculum guide for students with moderate and severe disabilities. Baltimore: Paul H. Brookes Publishing Co.

Gaylord-Ross, R. (Ed.). (1989). Integration strategies for persons with severe handicaps. Baltimore: Paul H. Brookes Publishing Co.

Lipsky, D. K., & Gartner, A. (Eds.). (1989). Beyond separate education: Quality education for all. Baltimore: Paul H. Brookes Publishing Co.

Mount, B., & Zwernik, K. (1988). It's never too early, it's never too late: A booklet about personal futures planning. St. Paul, MN: Metropolitan Council.

Perske, R., & Perske, M. (1988). Circles of friends: People with disabilities and their friends enrich the lives of one another. Nashville: Abingdon Press.

Reynolds, M., & Birch, J. (1988). Adaptive mainstreaming: A primer for teachers and principals. New York: Longman.

Sailor, W., Anderson, J., Doering, K. F., Filler, J., Goetz, L., & Halvorsen, A. T. (1989). The comprehensive local school: Regular education for all students with disabilities. Baltimore: Paul H. Brookes Publishing Co.

Schnorr, R., Ford, A., Davern, L., Park-Lee, S., & Meyer, L. (Eds.). (1989). The Syracuse curriculum revision manual: A group process for developing a community-referenced curriculum guide. Baltimore: Paul H. Brookes Publishing Co.

Stainback, S., Stainback, W., & Forest, M. (Eds.). (1989). Educating all students in the mainstream of regular education. Baltimore: Paul H. Brookes Publishing Co.

Stainback, W., & Stainback, S. (Eds.). (in press). Support systems for educating all students in the mainstream. Baltimore: Paul H. Brookes Publishing Co.

Zins, J., Curtis, M., Graden, J., & Ponti, C. (1988). Helping students succeed in the regular classroom: A guide for developing intervention assistance programs. San Francisco: Jossey-Bass.

NEWSLETTER/JOURNAL ARTICLES AND BOOK CHAPTERS

Biklen, D. (1987). The integration question: Educational and residential placement issues. In D. Cohen, A. Donnellan, & R. Paul (Eds.), Handbook of autism and pervasive developmental disorders (pp. 653-667). New York: John Wiley & Sons.

Danielson, L., & Bellamy, T. (1989). State variation in placement of children with handicaps in segregated environments. Exceptional Children, 55, 448-455.

Forest, M., & Pearpoint, J. (1990). Supports for addressing severe maladaptive behaviors. In W. Stainback & S. Stainback (Eds.), Support networks for inclusive schooling: Interdependent integrated education (pp. 187-197). Baltimore: Paul H. Brookes Publishing Co.

Office of Special Education and Rehabilitative Services. (1987, Spring). Effective partnerships: An OSERS initiative. OSERS News in Print.

Thousand, J., & Villa, R. (1990). Sharing expertise and responsibilities through teaching teams. In W. Stainback & S. Stainback (Eds.), Support networks for inclusive schooling: Interdependent integrated education (pp. 151-166). Baltimore: Paul H. Brookes Publishing Co.

Vandercook, T., & York, J. (1990). A team approach to program development and support. In W. Stainback & S. Stainback (Eds.), Support networks for inclusive schooling: Interdependent integrated education (pp. 95-122). Baltimore: Paul H. Brookes Publishing Co.

Vandercook, T., Wolff, S., York, J., & Gaylord, V. (Eds.). (1989). What's working . . . in integrated education?. Minneapolis, MN: University of Minnesota, Institute on Community Integration.

Villa, R., & Thousand, J. (in press). Administrative supports to promote inclusive schooling. In W. Stainback & S. Stainback (Eds.), Support networks for inclusive schooling: Interdependent integrated education (pp. 201-218). Baltimore: Paul H. Brookes Publishing Co.

12. ANNOTATIONS OF SELECTED BOOKS

TITLE: Effective schools for all

AUTHOR: Ainscow, M. (Ed.).

PUBLICATION INFORMATION: 1991

Distributed exclusively in North America by:
Paul H. Brookes Publishing Co. Inc.
P.O. Box 10624
Baltimore, MD 21285-0624

Among the literature that addresses the need for inclusive education, this book is unique in perspective. The contributors critique traditional practices and put forth alternatives in view of information from fields outside of education, including sociology, psychology, and political theory.

From this broad perspective, the first three chapters provide an understanding of the need to redefine the problem of exclusionary educational practices as they exist within an organizational and societal context. Chapters three through nine discuss strategies for accommodating diversity such as assessment, evaluation, more supportive staff roles, and teaching techniques. Though the general concepts presented here are similar to those found in other literature, some of the specific ideas are unique. The concluding chapters address the area of staff development with specific strategies for promoting innovation through reflective practice.

TITLE: Achieving the complete school: Strategies for effective mainstreaming

AUTHOR: Biklen, D.

PUBLICATION INFORMATION: 1985

Teachers College Press
1234 Amsterdam Avenue
New York, NY 10027

This book clearly examines principles and strategies for use in achieving successful integration of students, including those with severe disabilities, into regular classrooms in neighborhood schools. Although there are separate chapters to

address the particular role of several different groups--district special education administrator, school building principal, teacher, and parent--they emphasize and show that each group becomes "more effective when it understands the basic nature of the other groups' roles."

Coauthors of specific chapters include Robert Bogdan, Stanford J. Searl, Jr., Steven J. Taylor, and Dianne Ferguson. The areas examined include not only special education/regular education issues, such as principles for curriculum planning, but also the basic aspects of organization and change that make mainstreaming work. Numerous case examples illustrate the complexities involved in mainstreaming, the relationship of the process to the culture of schools, and the many critical issues affecting the integration of special and regular education. Based on the experiences of scores of administrators, teachers, and parents, the material in Achieving the complete school has been drawn from two extensive studies funded by the National Institute of Education and the U.S. Department of Education, and carried out simultaneously over three years.

TITLE: Schooling and disability: Eighty eighth yearbook of the National Society for the Study of Education, Part II

AUTHORS: Biklen, D., Ferguson, D., & Ford, A.

PUBLICATION INFORMATION: 1989

University of Chicago Press
11030 South Langley Avenue
Chicago, IL 60628
(800) 621-2736

This book was written for the National Society for the Study of Education as a comprehensive yearbook, examining issues in education and students who have disabilities. Specifically, the authors explore the relationship of special and "regular" education, and raise broad issues of ideology and policy, including examples of effective educational practices. The book is divided into four sections: section one envisions what schools might look like in order to include all students; section two discusses the goals of education for students with disabilities and their place in schools; section three focuses on current practices with an examination of educational evaluation; and finally, the concluding chapter outlines a vision of educational reform to build schools as inclusive communities. The main audience for this book is the educator who is typically not a "special" educator.

This book is an excellent resource for those who wish to become informed on these issues of education and disability. The contributors include many perspectives such as a parental viewpoint, an adult who has a disability, as well as the professional perspective. It is highly readable in addition to being scholarly. The strategies and themes which are mentioned in the concluding chapter are helpful, and could be applied by school administrators. This book is a must-read for all educators.

TITLE: The elementary/secondary system

AUTHOR: Ferguson, D. L. and various members of the Specialized Training Program Schools Project

PUBLICATION INFORMATION:

For ordering information, call or write:

Dianne Ferguson, Schools Project Director
Specialized Training Program
1791 Alder Street
University of Oregon
Eugene, OR 97403
(503) 346-5313

The Elementary/Secondary System (ESS) is an on going project designed by teachers to solve problems related to developing, implementing, and testing innovative practices for elementary, middle, and high school students with severe disabilities. Currently, seven key components are addressed, each in a set of material that can be purchased individually. Following is a list of the seven components.

Component 1: Activity Based Curriculum
a: The activity based IEP
b: Making Collaboration Work
c: Ecological Assessment

Component 2: Innovative Instructional Strategies
a: Integrated group instruction
b: Programming and instruction

Component 3: Organization: Planning and Information
a: Classroom management and information system
b: Information and management system for school therapists

Component 4: Achieving Student, Staff and Program Integration
a: Regular class participation system
b: Community leisure participation system

Component 5: Transitions
a: Transition Planning System: Preschool through high school

Component 6: Making Changes
a: Program and teacher development system
b: Instructional personnel system
c: Building team consensus
d: Teacher work groups: Getting a little help from your friends

Component 7: Employment
a: Preparation for employment

TITLE: Integration strategies for students with handicaps

AUTHOR: Gaylord-Ross, R. (Ed.)

PUBLICATION INFORMATION: 1989

Paul H. Brookes Publishing
P.O. Box 10624
Baltimore, MD 21285-0624
(800) 638-3775

Written as an introductory textbook for regular and special educators in training, this book represents a commitment to progressive inclusion for students with handicaps. The book is divided into three main sections: (1) the education of students with different types of disabilities; (2) innovative techniques in integration; and (3) the ecology of delivering services to persons with disabilities. Each chapter provides practical information, with actual teaching techniques in real situations being put forth. Not only is this book helpful for teachers, school administrators, and school psychologists, but parents would also benefit from it.

While the strategies for supporting or teaching students with specific disabilities are helpful, it is important for the reader to recognize that each student is an individual first, and that there are no prescribed techniques for teaching based on specific disabilities. It would be erroneous for the reader to conclude that this is a "cookbook"

for integration and disability. The innovative techniques for integration span a wide spectrum of options, and provide the reader with some interesting ideas.

TITLE: Beyond separate education: Quality education for all

AUTHOR: Lipsky, D. K., & Gartner, A. (Eds.)

PUBLICATION INFORMATION: 1989

Paul H. Brookes Publishing
P.O. Box 10624
Baltimore, MD 21285-0624
(800) 638-3775

Creating exemplary programs for all students is the main impetus for this book. The editors wish to challenge the division between special and regular education, and offer suggestions for combining the dual systems. This book contains four sections: (1) the background of special education and the current situation in education, (2) a discussion of schools and classrooms with a focus on integration, (3) teacher preparation, roles of parents, advocates, and the relationships of students in integrated settings, and (4) the future of public policy and the views of disability in current models of special education. The book would be helpful to teachers, administrators, and those who are interested in public policy in education.

The book attempts to cover many issues in mainstreaming, and does so in a coherent, theoretical manner. It is an interesting combination of strategies and policy issues, and the focus of the book is broad. Sections of the book will appeal to people for various reasons, but it is hard to say whether the whole book would be read in its entirety by every reader. Nevertheless, it is a compelling volume.

TITLE: Extraordinary children, ordinary lives: Stories behind special education law

AUTHOR: Martin, R.

PUBLICATION INFORMATION: 1991

Research Press
2612 North Mattis Avenue
Champaign, IL 61821

Reed Martin, an attorney involved in many of the legal cases which have shaped special education law, uses his experiences to illustrate the key issues in application of these laws to real lives. The stories of ten families are portrayed in the context of 12 chapters, each addressing a particular issue. This book is most beneficial to families who are struggling to improve their child's educational program.

Beginning with the basics, Martin explains the true spirit of the IEP, parental involvement, evaluation, and designing individualized programs. For the parent who is not aware of what they are entitled to under the law, the book offers an understanding of such services as extended school year and extended school day.

Though Martin describes cases in which what "won were good procedure and good programming for children", the reader who believes in inclusive education for all children is left frustrated by the weakness of the law. Decisions based on the "letter of the law" often do not lead to quality education. For the many parents who therefore end up in the long process of litigation and appeals, Martin presents valuable information on parental reimbursement, impartial hearings, and attorney fee awards.

TITLE: The comprehensive local school: Regular education for all students with disabilities

AUTHORS: Sailor, W., Anderson, J., Doering, K. F., Filler, J., Goetz, L., & Halvorsen, A. T.

PUBLICATION INFORMATION: 1989

Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-0624
(800) 638-3775

The main premise of this book is that all children with special needs should have the option of receiving an appropriate education at their local school, which a student would attend if he or she were not labeled. The authors present a comprehensive educational service delivery model which extends the concept of the LRE to the local school. Five age groups are presented in this book for discussion of regular education placements: preschool, elementary, middle school, secondary school, and young adulthood. School administrators would be primarily interested in this book.

The authors pose the following question: How much and under what conditions should students with disabilities be integrated in regular classes? It is the

opinion of some people that this question does not adequately cover the issue. Some advocates of integration would argue that all students, regardless of disability, should be educated within the regular classroom. As long as the LRE concept exists, full integration and equality for all students will not be realized.

TITLE: Curriculum considerations in inclusive classrooms: Facilitating learning for all students

AUTHORS: Stainback, S., & Stainback, W. (Eds.).

PUBLICATION INFORMATION: 1992

Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-0624

In the struggle to provide a better education to students with severe disabilities, educators have learned a great deal about what is important for all children. Their efforts have resulted in a movement toward inclusive education. This book provides a thorough discussion of the underlying assumptions of inclusive communities as they are applied to the classroom; guidelines for adapting and developing curriculum; practical strategies for implementing curricular decisions; and ideas about collaboration among school personnel, students, and families.

With a focus on curriculum, the book is most valuable to those educators interested in developing inclusive schools and classrooms but who are struggling with the question of "what and how do I teach a diversity of learners?". Stainback and Stainback provide a comprehensive look at the goals, strategies, and ways of measuring success that is needed in bringing students with differing abilities together. They also show how this approach depends on restructuring the roles of students, educators, and families to allow for more collaborative relationships. Sections of the book deal with each of these relationships.

The last section of the book deals with "related issues" such as the family's perspective, extracurricular activities, and the current and future trends in this effort toward developing more inclusive education. The most important contribution of this book is the perspective it offers. Issues are addressed in terms of improving the lives of all students.

TITLE: Educating all students in the mainstream of regular education.

AUTHORS: Stainback, S., Stainback, W., & Forest, M.

PUBLICATION INFORMATION: 1989

Paul H. Brookes Publishing
P.O. Box 10624
Baltimore, MD 21285-0624

This book is an excellent compilation which addresses the merging of special and regular education, and for educating all students in the mainstream of regular education. Six major areas are outlined in the text: (1) an introduction and historical overview of education integration and a rationale for merging special and regular education; (2) three case examples of situations involving integration; (3) strategies for enhancing quality and equality in integrated schools; (4) educational practices for integrated classroom settings; (5) broadening integration and equality beyond schools through family participation and community participation; and (6) concerns relevant to the education of students in integrated schools and classrooms. This book would appeal to a wide range of readers including teachers, parents, students, administrators and advocates.

The organization of this book is excellent. Throughout the text there are "points to ponder" which challenge the reader. The chapter on assessment procedures for the classroom relies heavily on quantitative approaches, and could have included qualitative strategies as well. This book is state-of-the-art in terms of integrated education.

TITLE: Restructuring for caring and effective education: An administrative guide to creating heterogeneous schools

AUTHOR: Villa, R. A., Thousand, J. S., Stainback, W., & Stainback, S.

PUBLICATION INFORMATION: 1992

Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-0624

This book is a collaborative effort between professionals with regular and special education backgrounds. The information presented is relevant to all education personnel, policy makers, and parents. Using marriage as a metaphor the book explores the issues of uniting the special and regular education systems.

The book has four sections beginning with a "Rationale for Restructuring and the Change Process." The opening chapters provide a foundation for educational reform that embraces the responsibilities for children traditionally assumed primarily by families. In order to effectively meet the needs of all children, schools must become communities that support children in their need to belong and make a contribution. Realizing that there is not one right way of creating an inclusive school, part II describes the experiences and perspectives of several school systems that have produced better outcomes for students. Part III offers strategies to gain the support of school leaders, policy makers, and the community in the change process. The final section includes a particularly interesting discussion of the limitations of the concept of the least restrictive environment. It helps the reader to understand that the changes discussed in this book are based on the belief that inclusive education is a human rights issue.